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ABSTRACT

This kit on the integration of nonprint media into Association of Research Libraries (ARL) institutions contains a concise summary of a 1977 phone survey with ARL members, eight descriptions of programs and services, and five acquisition and processing policies. To collect data on practices regarding the acquisition, processing, and use of nonprint media, ARL conducted phone interviews with 27 member libraries. The interviews indicated that audiovisual (AV) materials are being integrated into research library collections to a lesser degree than into 2-year or undergraduate institutions. While most libraries surveyed maintain phonograph record collections and one or more specialized nonprint collections (e.g., slides for biomedicine or art courses), less than half process AV items as part of their regular collections. The summary focuses on factors influencing nonprint media integration, types and uses of library media programs, processing procedures and policies, and future trends. Source documents include descriptions of programs and services from Brigham Young University, University of Maryland, Purdue University, Rutgers University, University of Washington, University of Tennessee/Knoxville, Michigan State University, and Washington State University; and acquisition and processing policies from University of Washington, Rutgers University ("Policy Manual" and "Information Regarding Recommendation of Audiovisual Materials for Purchase"), Boston University, and University of California at Berkeley. (THC)

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The Integration of Nonprint Media

Kit 33

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SPEC KIT EVALUATION

The materials in this Kit were collected from a survey of the member libraries of the Association of Research Libraries. They were selected for inclusion here because they are among the best examples received of current management practices in academic and research libraries.

These documents are working tools developed by individual libraries to meet their specific purposes. The materials are not intended to provide models or prototype systems that can simply be copied by other libraries. Instead, these illustrations should stimulate further innovation and improvement in the management practices of academic and research libraries.

We will appreciate your evaluation of this Kit.

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May 1977 No. 33

Systems and Procedures Exchange Center

INTEGRATION OF NONPRINT MEDIA

An academic or research library investigating the addition of nonprint materials to its collection must weigh a number of factors that are unique to audiovisual formats. Whereas a collection of nonbook items can contribute to the support of campus instructional programs and to a lesser extent to research programs, the cost of nonprint media is high and their processing and maintenance can be complex, time-consuming, and expensive. In addition, a research library must be responsive to varied and often conflicting viewpoints of faculty, students, and university administrators on the value of nonprint material.

In April 1977, SPEC conducted phone interviews with 27 ARL member libraries to collect data on practices regarding the acquisition, processing, and use of nonprint media. The survey was designed to be reflective and philosophical rather than statistical, and focused on audiovisual (AV) media including slides, films, filmstrips, audio and videocassettes, multimedia kits, instructional games, and phonograph records. Microforms will be covered in a future SPEC Flyer.

Generally, the phone interviews indicated that audiovisual materials are being integrated into research library collections to a lesser degree than into two-year or undergraduate institution libraries. While most surveyed libraries maintain phonograph record collections and one or more specialized nonprint collections (e.g., slides for biomedicine or art courses), less than half process AV items as part of their regular collection. Several libraries indicated that the campus undergraduate library houses all nonprint materials, while other respondants noted that a separate audiovisual facility on campus eliminates the need for the library to acquire media.

FACTORS INFLUENCING NONPRINT MEDIA INTEGRATION--Nearly all libraries stress faculty support as a major determinant in a media program's development. A second factor is the growing amount of available nonprint media and, particularly relevant to research libraries, the increasing number of materials applicable to graduate-level studies. Specialized and unique materials such as those of the Joint University Library's Television News Archives and Columbia's Oral History Collection have become particularly important research resources.

However, there is general agreement that the majority of nonbook media are produced for instructional purposes and do not directly support graduate and research programs. In addition, the historical investment of research libraries in extensive book collections makes it difficult to begin new programs, since a research library usually can build an audiovisual program only at the expense of maintaining strengths of ongoing collections. This point leads to another limiting factor--the current budget restraints that restrict a library from building a representative collection of materials requiring expensive equipment and handling. In addition, many research libraries do not have the physical space to house a new collection that calls for specialized facilities. Finally, the same strong force in favor of acquiring audiovisual materials--the faculty--can work against such a program if they feel it is of little use or too costly, or if they are committed to traditional modes of instruction.

The Systems and Procedures Exchange Center (SPEC) is a mechanism for sharing management techniques and expertise. The Center collects data and documentation related to academic and research library management and makes the material available to the library community. The Systems and Procedures Exchange Center is operated by the Association of Research Libraries/Office of Management Studies/1527 New Hampshire Avenue, N.W./Washington, D.C. 20036/Telephone: (202)232-8656.

TYPES AND USES OF LIBRARY MEDIA PROGRAMS--A library's nonprint media policies and procedures are based to a large degree on the nature of the university's instructional and research programs. One approach is for the library to house only limited numbers or types of AV materials. In such cases, individual departments of the university sometimes maintain their own specialized media collections, or a separate media facility on campus may be in charge of such activities. A second approach is for libraries to develop, build, and service core nonprint collections in response to faculty requests. Because these requests can be based on a variety of needs, libraries adopt differing service policies. For instance, a library may put films and/or taped presentations on reserve when faculty assign large numbers of students to use such materials, or the library may provide individualized access to media via sophisticated retrieval and playback systems.

In some libraries, popular AV materials are duplicated in quantity and checked out to students, sometimes with accompanying equipment. A library's service may include classroom set-up and presentation of films or videotapes, and some libraries take charge of departmental specialized collections to increase hours of accessibility. The practice of recording a professor's classroom lecture (either by audio or video equipment) to give students access to the information at a later time has been instituted by some faculty and the library sometimes services this material. Faculty who use media for experiential learning (e.g. filmed Shakespeare plays for literature classes or video-taped simulations of counseling sessions for psychology departments) also may request the library to provide viewing or listening rooms for group use.

PROCESSING PROCEDURES AND POLICIES--One processing approach treats print and nonprint items identically; they are cataloged and classified according to the same procedures and usually by the same staff that handles print materials. A second approach is for libraries to process nonprint media separately. In this case, media-librarians or specialists are often hired, or developed from existing staff. This separate treatment of nonprint media usually is under the direction of a media or AV unit of the library. A third mixed approach may result in simplified cataloging for media, but no classification, often with the materials under the control of the reader services or public services department.

FUTURE TRENDS--While there is increased recognition of nonprint materials as research tools, they are likely to remain minor collections at many academic research libraries for the foreseeable future. The strongest growth is likely to occur within institutions whose missions are, in a relative sense, directed more toward instruction than research.

Two frequently mentioned needs are better bibliographic control and more comprehensive shared cataloging data. Although several national projects to meet these needs are underway, widely accepted, uniform standards are still to come. In addition, the format and content of audiovisual materials themselves are undergoing refinement. Improvements and developments in equipment will continue to have an impact on media purchasing policies, as will the increasing amount of instructional and research material available in nonprint form.

These factors may force some libraries to allocate more funding and facilities to nonprint media, perhaps at the expense of print collections. Careful advance planning is required. At a university-wide level, planners must determine which unit(s) or department(s) are best suited to service nonprint activities. If the library is involved, it must determine whether the collection should be centralized, which reduces costs and processing time, or decentralized, as a possible convenience to users. Librarians also must continue to investigate the feasibility of cooperative activities among institutions in order to reduce local costs.

* * * *

The SPEC Kit on media integration contains 17 documents totalling 108 pages. It is available to ARL members and SPEC subscribers for $7.50, and to others for $15.00. Eight documents describe media programs and services, five documents deal with acquisition and processing policies, and four are concerned with budget requests and planning activities.

THE INTEGRATION OF NONPRINT MEDIA

KIT NO. 33 - MAY 1977

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HISTORY AND DEVELOPMENT OF THE INTEGRATED LIBRARY/MEDIA PROGRAM AT BRIGHAM YOUNG UNIVERSITY

Prepared for the
Association of Research Libraries

by

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HISTORY AND DEVELOPMENT OF THE INTEGRATED LIBRARY/MEDIA PROGRAM AT BRIGHAM YOUNG UNIVERSITY

The history and development of the integrated learning resources concept at BYU transcends a hundred years to the origin of the Brigham Young Academy. The establishment of the Brigham Young Academy in 1875 also saw the beginning of what was to become a nationally recognized university library. For the first 17 years the library was housed in the principal's office. The collection also included the Provo Public Library's collection. In 1892 the new Education Building was completed which had its own library room. This library facility was adequate until 1906 when it became necessary to remove a wall and expand into an adjacent room. The constant expansion and growth of the now Brigham Young University made increasing demands on the library program. Finally, in 1925, with the completion of the Heber J. Grant Library, adequate space was provided for all the services that were needed.

During the planning and construction of the Heber J. Grant Library there was a new development occurring which would eventually have a significant impact on the University library program. The March 1920 minutes of the Faculty Council Meeting record approval for monies to be allocated for the purchase of a moving picture machine. This began a new era in classroom instruction. A year later an Extension Division having responsibility for housing and distributing the collection of educational charts and lantern slides held by the University was organized. These materials were available for high schools and the general public. This program of services continued to grow and expand with the addition of more equipment and more materials. Films were also rented by the Division and shown on campus for both entertainment and educational purposes.

1932 marked the official beginnings of a visual program. A film library was begun and the collection of materials and equipment was expanded. In 1933 the "Audio-Visual Center" was officially opened, and during the summer the first class in visual education was taught. A year later the Bureau of Visual Instruction with a complete collection of instructional materials and a published catalog was organized.

The following 12 years were developing years for the "media" program at BYU. It received its own University budget, was able to move into new, larger facilities, and finally, in 1946, the first full time director of the audio-visual center was appointed. The program continued to grow in budget, personnel, facilities, services, and most importantly in its impact on the instructional process.

The library program also continued to grow in collection, budget, and services. The importance of the library program to the University was recognized and the support from the administration was substantial. The collection grew rapidly and soon housing for storage of books and services had to be provided away from the library. A branch library for the Physical Science Library was opened in the Eyring Science Center in 1950. In 1957 the Life Science and the Music Libraries were opened in the Smith Family Living Center, and the reserve books were moved to the McKay Building. Additional buildings around campus were used for storage.

After several years of planning and construction, the J. Reuben Clark Library was completed and occupied in 1961. The five-story building with 105,000 square feet of floor space provided for a million volumes and seating for 2500 readers. This made it possible to bring all the collections and services together again under one roof.

With the occupancy of the building, services were expanded and major emphasis was placed on collection development. The collection grew from 300,000 in 1961 to 889,000 in 1969 and reached the million mark by 1971. Facilities and services during this period were taxed to the limit by an expanding academic program and a rapidly accelerating enrollment that more than doubled in the years that followed. In eight short years it was obvious that planning should begin immediately on a new addition.

From its humble beginning in 1920 until 1965, the audio-visual program took on many changes. The six name changes reflected evolving philosophies of service and advances in the state-of-the-art nationally. There were also numerous personnel changes, each affecting the direction and development of the program. Services of the department had expanded to the point that it became evident that new administrative direction was needed. In 1965, the Department of Audio-Visual Communications was transferred from the Division of Continuing Education to the new, independent, Division of Communications Services. At the time of the transfer the program included the following:

A motion picture library of 3,919 titles (5,657 prints)
A tape and disc library with 1,018 tape recordings
A filmstrip and slide library and production facilities which contained 1,447 filmstrips, 41 slide sets and four study print sets

Graphics production
Tape recording services
Servicing of equipment
Rental of equipment
Public school film and equipment service contracts
Teacher training (in cooperation with the College of Education)
  A. Training for students on campus
  B. In-service training in the field for teachers
  C. Training of Church teachers
  D. Training of BYU faculty
Twenty-eight full-time and 87 part-time employees

The Division of Communication Services, with Darrel J. Monson as the director, combined all media functions on campus. The original organization consisted of five departments:

Motion Picture Production
Educational Media Services
Broadcast Services
The University Press
The Photo Studio

In the latter part of 1965, the Communication Systems Department (changed in 1967 to Electronic Media Department) was added to the division. This department had the responsibility for design, installation, and maintenance of all University electronic media hardware and systems. (See chart A)

This department responded to increased demands for instructional television and sound systems use and by 1966 had completed the project of laying audio and video cable from a central control center to nearly all buildings on campus. This made it possible to use closed circuit television in many of the classrooms and to transmit all the educational forums and religious devotionals to a number of locations on campus.

In 1968, another organizational change occurred when the University Press was separated from the Division and shortly the Department of Instructional Research and Development was added. Having previously dealt only with the functions of housing and distribution of nonprint media related materials, equipment, and services, the division could now provide new dimensions to the science of education and play an important role in the teaching process by providing proven applications of media to instruction.

In early 1970, new services were added when the Department of Instructional Photo/Graphics was created by combining the graphics function of Educational Media Services with those of the photo studio. The new services provided were specifically for the individual faculty member desirous of improving the quality of his instructional materials and his teaching effectiveness.

Later on that year, the Division of Communication Services was renamed the Division of Instructional Services, emphasizing the focus and direction taken by the administration of the Division. The Department of Instructional Research and Development was also expanded to include the evaluation function. The Department of Instructional Television created out of Broadcast Services was charged with developing and implementing the role of television as an instructional tool.

In 1972 the Institute for Computer Uses in Education was formed with its major focus being the development of the TICCIT (Time-Shared Interactive, Computer-Controlled Information Television) program. Working in conjunction with the MITRE Corporation of McLean, Virginia, the hardware contractor, BYU was subcontracted to produce software materials for the system. The Division's involvement in this project brought national attention to BYU's Instructional Services program.

During the late sixties and early seventies the national movement toward individualized instruction, autotutorial approaches, instructional television, learning center environments, etc., manifested itself at BYU with the development of Learning Resource Centers within several departments and colleges. The Division of Instructional Services assisted with the planning, selection, and installation of equipment and production of software for most of these centers. In 1971, recognizing cost and efficiency problems created through the uncontrolled development of these centers and through overlapping and duplication of certain services being provided by the library and the Division of Instructional Services, officers of these organizational units formed a joint Library/Instructional Services Committee. This committee was organized to establish better cooperation between the two organizations and provide more effective services by each to the faculty and students of the University.

Out of the main committee there were four subcommittees created to explore the following concerns:

1. Role relations of Instructional Services and the Library
2. Media systems for students and faculty in and out of the library and establishment of branch learning centers
3. Cataloging of nonprint materials and the possible integration with library catalogs
4. Indexing of available nonprint media

From the meetings and findings of these committees it was determined that certain functions were common to both organizations. There was joint interest and cooperation was recommended in the following areas:

1. Acquisition, organization and dissemination of instructional materials*.
2. Planning and implementing learning center services outside the library.
3. Location of library space for media equipment and study stations involving "free" use of media software.
4. Indexing and cataloging instructional materials* for easy retrieval.

While disagreement and concern existed between people in both areas with regard to jurisdiction and direction, much of it appeared to be a result of a lack of understanding and inadequate communications. During the next two years, a real effort was made by both sides to find realistic cooperative approaches to solving common problems.

At the retirement of Ernest L. Wilkinson in 1971, Dallin H. Oaks was appointed the new president of Brigham Young University. President Oaks, who stressed "excellence in education" and supported effective use of technology in the academic program, immediately initiated official planning for the new library addition.

The development of these plans, the growth of cooperation between the library and Instructional Services, recognition of the similar teaching-research support roles played by these two organizations, and the supporting philosophy of the new University Administration facilitated another major change. In April 1973, Darrel J. Monson was appointed Assistant Academic Vice President for Learning Resources with the library and Instructional Services brought under his direction. Departments of the Division of Instructional Services were grouped by function. The research function was performed by the Instructional Research, Development, and Evaluation Department. The production function included motion picture, video, photography, and graphics production. The distribution function included anything related to distribution of materials or information such as the campus cable system, equipment distribution, and the film library.

By September 1973 the final official steps had been taken to join the library with Instructional Services and to establish a total integrated media program. A new Learning Resource Centers Department and the Educational Media Services Department (responsible for the distribution function for nonprint materials and equipment) were aligned with the library. This made the library responsible for all information and portable media equipment distribution of the new Learning Resources Division. (See chart B)

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* Instructional materials as used here refers to both print and nonprint resources.

The next major change came in April 1975 with the reorganization of the production function around a design system model instead of a specific media format. The Electronic Media Department and Broadcast Services were also totally incorporated within the newly designed organization. (See chart C)

With the death of Darrel J. Monson in December 1975, an acting director for Learning Resources was appointed. Early in 1976, the position of Assistant Academic Vice President for Curriculum and Graduate School was created, and the library was realigned under the direction of the person holding this position.

The above administrative changes were followed by a number of organizational changes. In April 1976 the nonprint media functions (LRCs and Educational Media Services) were combined within the library to create the Library Learning Resources Division with an Assistant Director of Libraries as the administrator. This division was made up of four departments: Instructional Systems, responsible for all video distribution over the cable system and hardware purchases that support learning systems; Learning Resource Centers, responsible for development and direction of the central and branch learning resource centers; Media Selection and Evaluation, responsible for selection, evaluation, and development of all nonprint materials housed in the LRCs and research concerned with the effective utilization of the media services programs of the library; and Audio-Visual Services, responsible for the distribution and utilization of media equipment and the 16mm film. (See chart D)

During that same month the production function of Learning Resources was reorganized with the creation of the Division of Media Services. This organization was comprised of Broadcast Services, the Electronic Media Department, Film Production, Sound Services, Instructional Photo/Graphics, Media Marketing, and all photographic services including the Photo Studio, a photo consultant, freelance photography and camera repair. The acting director of Learning Resources was assigned the directorship of the new division. (See chart E)

The last element of the Department of Instructional Research, development and evaluation of the original Learning Resources organization was restructured in July 1976 with the creation of the David O. McKay Institute of Education. This research function was administratively aligned with the College of Education and the University Research Division. It has the responsibility of directing or assisting with research conducted dealing with instruction and learning, the development of instructional systems, and the evaluation of learning and teaching for the University.

In September 1976 the Department of Instructional Photo/Graphics was transferred from the Division of Media Services to the Library Learning Resources Division, making a total of five departments within that division. The name of the department was changed to Instructional Graphics and its function is to prepare and assist in the preparation of simple, inexpensive media materials. (See charts F and G) (The professional media production function of the University is handled by the Media Services Division, a non-library agency.) With the inclusion of the Instructional Graphics department, the university library is or can be responsive to all the print and nonprint academic information needs of faculty and students.

With the dedication of the new addition of the Harold B. Lee Library in March 1977, a totally integrated media/library program came closer to reality. Most of the second floor of the new facility (about 25,000 square feet) is dedicated to a large, fully equipped Learning Resource Center which reflects the creative application of technology to the access and delivery of nonprint information.

As one reviews the development of the integrated library/media program at BYU, a number of problems and concerns can be identified which may have universal application. One problem is concerned with the need and the challenge to bring related functions in circulation of materials, cataloging, accounting, and acquisitions together into meaningful organizational units. Another concern involves the need for effective communications with faculty about alternatives, methods, and procedures for the use of print and nonprint teaching and learning material. A third problem, or challenge, involves application of high quality service standards to both programs. A fourth is need to obtain support of the University Administration and the academic community.

Carefully planned organizational changes can help solve the above problems. Perhaps more important to the success of a successfully integrated program, however, is committed identification of library personnel and faculty members with the philosophy and purpose of the program. This identity with programs and missions had been quite well established under the separate nonprint media and traditional library programs. The basic differences are articulated in two statements from a Working Paper on the Purposes and Responsibilities of the BYU Library dated September 14, 1970:

> The library is responsible for the storage and retrieval of all (printed) information needed and used in the University's research and instructional programs.

> The Media Services has the responsibility for the production, acquisition, and utilization of educational (nonprint) media needed for classroom instruction.

The human problems in the integration of the two programs were often the most difficult to solve. The natural resistance to change was evident to some degree in thinking and reactions of personnel in both the traditional library and nonprint media areas. Fear of the unknown, distrust of technology, charges of empire building, and belief that there would be unwise emphasis on machines at the expense of books were obstacles that had to be met. From the nonprint media specialist point of view, there was fear that the "book" librarian would not understand and underestimate the usefulness of his program and that priorities would be biased in favor of traditional library services.

Several steps were taken to ensure an understanding by all staff members of the appropriate missions of both print and nonprint library programs:

1. Department heads from all major areas were organized in a council to provide a forum for the discussion of problems dealing with purposes, objectives, integration, coordination, organization and implementation of programs.
2. A special task force staffed with a broad representation from all library areas was organized and assigned the responsibility for all library organizational functions and relationships and to make recommendations for restructuring the organization in order to bring like functions together, to eliminate duplication of services and resources, to facilitate good communications and to take full advantage of specialization.
3. A special effort was made to make all library staff members fully aware of the mission and objectives of and relationships between the print and nonprint programs.
4. Staff members representing both print and nonprint areas were given the task force assignment for writing the policies and procedures manual for the new Learning Resource Centers program.

From the directed activities above, extensive involvement of staff members from all areas, and the provision of frequent opportunities for open discussion of conflicting ideas and problems came a satisfying consensus concerning basic relationships between print and nonprint services and their place in providing appropriate effective information support to the academic program. It was generally agreed that:

1. The library should rightfully assume the responsibility for the dissemination of information regardless of its form or how it might be packaged.

2. Nonprint materials, presented and utilized properly with the available technology, could often be more effective in the learning process than print. This might especially be true for lower division courses and particularly valid for studies in music, education, physical education, biological sciences, and others where audio and visual experiences are useful or necessary for an understanding or appreciation of the concept being learned.

3. Since the processes required in acquiring, organizing and making nonprint materials available for use were quite similar to those required for print materials, integration of the processes could be useful and efficiently productive.

4. Teaching could be more effective if the faculty could have the additional useful alternatives made available to them through the appropriate utilization of the nonprint media and its applied technology.

Factors which contribute to the success of the present library/media program include the strong support by the University and library administrations, the flexibility of the library/media staff members, the extensive involvement of staff members in design and development of the new integrated program, and the talent and skill of professional and technical staff that had brought a rather high level of sophistication in the application of technology to the use of nonprint materials. Since the objective was to base these applications and uses on sound principles of instructional psychology, the program has been understood and accepted by the faculty.

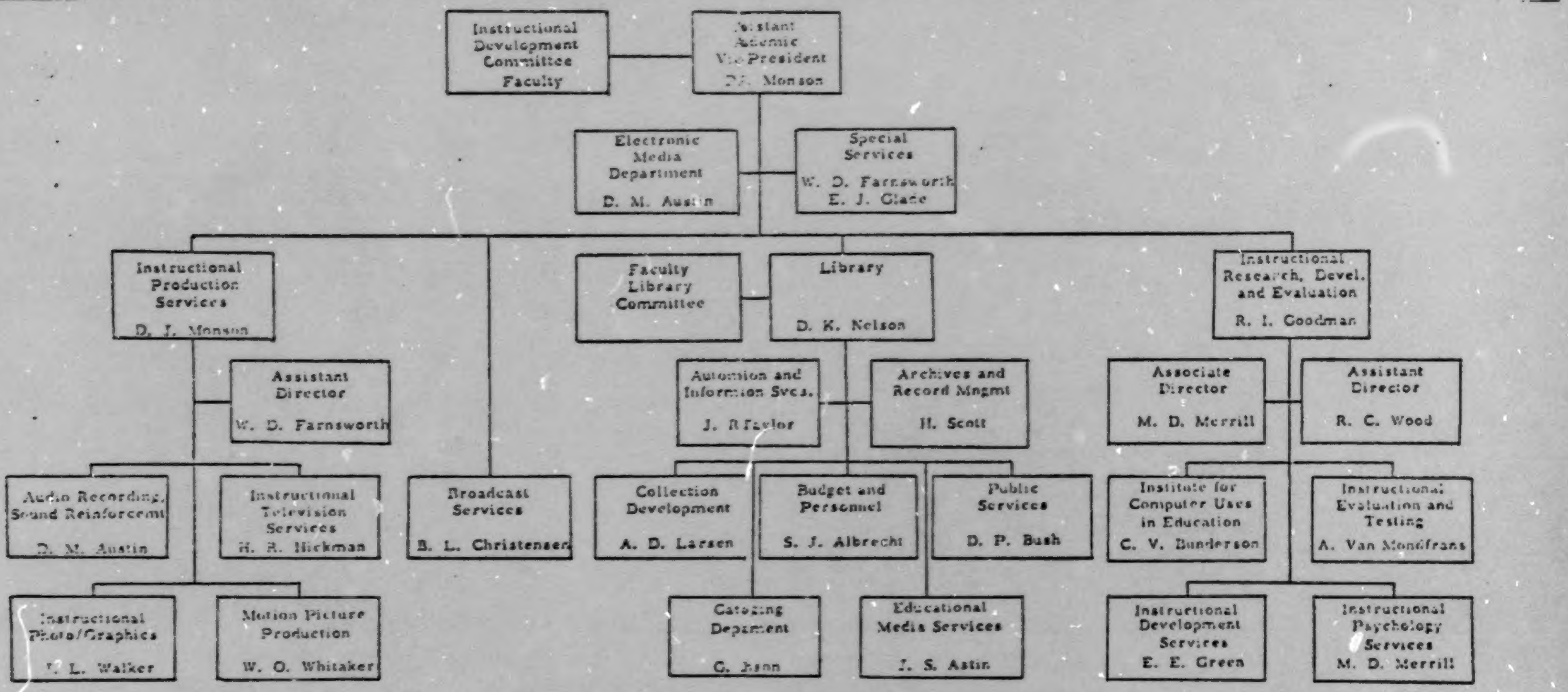
That the library/media program at Brigham Young University is committed to serving the faculty and students with the information needs that will insure the best possible educational experience is supported by the following mission statement:

> The Harold B. Lee Library, the research library of the Church, serves student body, faculty, and administration of the University; the membership of the Church; and other serious scholars. It collects, organizes, and assists its patrons in the location and retrieval of the recorded knowledge most useful in providing meaningful support to the University's teaching and research programs. It also assumes the responsibility for the identification, location, and delivery of needed information resources not in the Harold B. Lee Library collection.

A total commitment to integrated print/nonprint library services and the support from all concerned in order to accomplish that commitment will go a long way to insure the success of a library/media program.

ORGANIZATION ANNOUNCED FOR LEARNING RESOURCES AT BRIGHAM YOUNG UNIVERSITY

Chart B


Instructional Development Committee Faculty
Assistant Academic Vice President D. J. Monson
Electronic Media Department D. M. Austin
Special Services W. D. Farnsworth E. J. Glade
Instructional Production Services D. J. Monson
Faculty Library Committee
Library D. K. Nelson
Instructional Research, Devel. and Evaluation R. I. Goodman
Assistant Director W. D. Farnsworth
Automation and Information Svcs. J. R. Taylor
Archives and Record Mngmt H. Scott
Associate Director M. D. Merrill
Assistant Director R. C. Wood
Audio Recording, Sound Reinforcemt D. M. Austin
Instructional Television Services H. B. Hickman
Broadcast Services B. L. Christensen
Collection Development A. D. Larsen
Budget and Personnel S. J. Albrecht
Public Services D. P. Bush
Institute for Computer Uses in Education C. V. Bunderson
Instructional Evaluation and Testing A. Van Mondfrans
Instructional Photo/Graphics L. Walker
Motion Picture Production W. O. Whitaker
Cataloging Department
Educational Media Services J. S. Astin
Instructional Development Services E. E. Green
Instructional Psychology Services M. D. Merrill

REALIGNMENT OF LEARNING RESOURCES DEPARTMENT ANNOUNCED FOR NEW UNIVERSITY YEAR

A realignment of those departments serving the University under the direction of Daniel J. Monson, Assistant Vice-President for Learning Resources, was announced with the start of the 1973-74 University year.

Dr. Robert K. Thomas, Academic Vice-President, joined with Mr. Monson in announcing the new department alignments at a breakfast meeting attended by all full-time employees of the library and various Instructional Services departments.

The organization chart shown above indicates three basic functioning Learning Resources areas: the library, directed by Donald K. Nelson; Instructional Research, Evaluation, and Development, headed by R. Irvin Goodman; and Instructional Production Services, directed by Daniel Monson, with William D. Farnsworth as assistant director. Broadcast Services will function as a separate department reporting directly to Mr. Monson.

M. David Merrill, who has pioneered the program of Instructional Research and Development at BYU, is the associate director of the combined instructional departments and is coordinator of the graduate instructional psychology program in the College of Education.

The alignment of related services and functions has been made under these headings: The Instructional Production Services includes Instructional Television Services, Motion Picture Production, Instructional Photo/Graphics, and Sound Reinforcement-Audio Recording. Instructional Research, Development and Evaluation, includes the following academic resource services: the Institute for Computer Uses in Education, Instructional Evaluation and Testing, Instructional Development Services, and Instructional Psychology Services. The Electronic Media Department, headed by Dean Austin (1) is charged with the design, installation, and maintenance of all electronic equipment on campus, excepting special assignments given to other departments, and (2) will function as a service department to the entire Learning Resources area.

Two major functions previously administered by Instructional Services will operate in support of and under the direction of the library. The first of these is the department of Educational Media Services, which, in addition to the film and equipment distribution on campus, will also have responsibility for the operation of the electronic information delivery systems such as the campus video head end equipment and the Student Response System.

Also transferred to the library's supervision are the Learning Resource centers, which include the separate centers in the various buildings on campus and the Salt Lake City Continuing Education and Nursing Center.

The new department of Instructional Evaluation and Testing, headed by Adrian Van Mondfrans, will absorb most of the testing functions formerly supplied by the Personal Development Center with the Counseling Center. Dr. Van Mondfrans's office continues in West Stadium, with testing centers in the Smoot Administration and Grant buildings. Instructional Development Services is now headed by a recent newcomer to BYU from the University of Indiana, Edward E. Green. A future issue of this newsletter will provide further introduction of Dr. Green and the academic credentials he brings to this new assignment.

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Effective April 1, 1975

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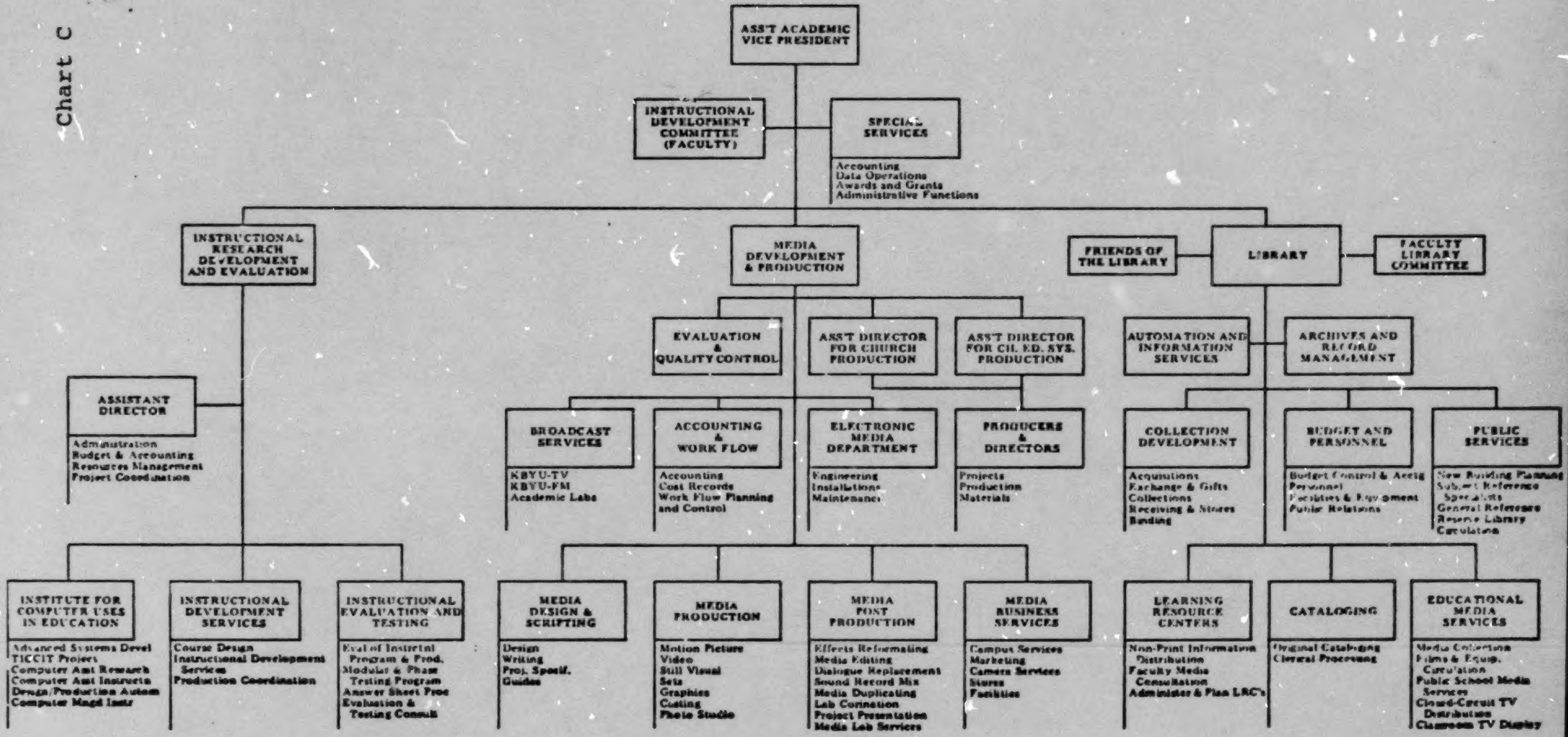
LEARNING RESOURCES

BRIGHAM YOUNG UNIVERSITY

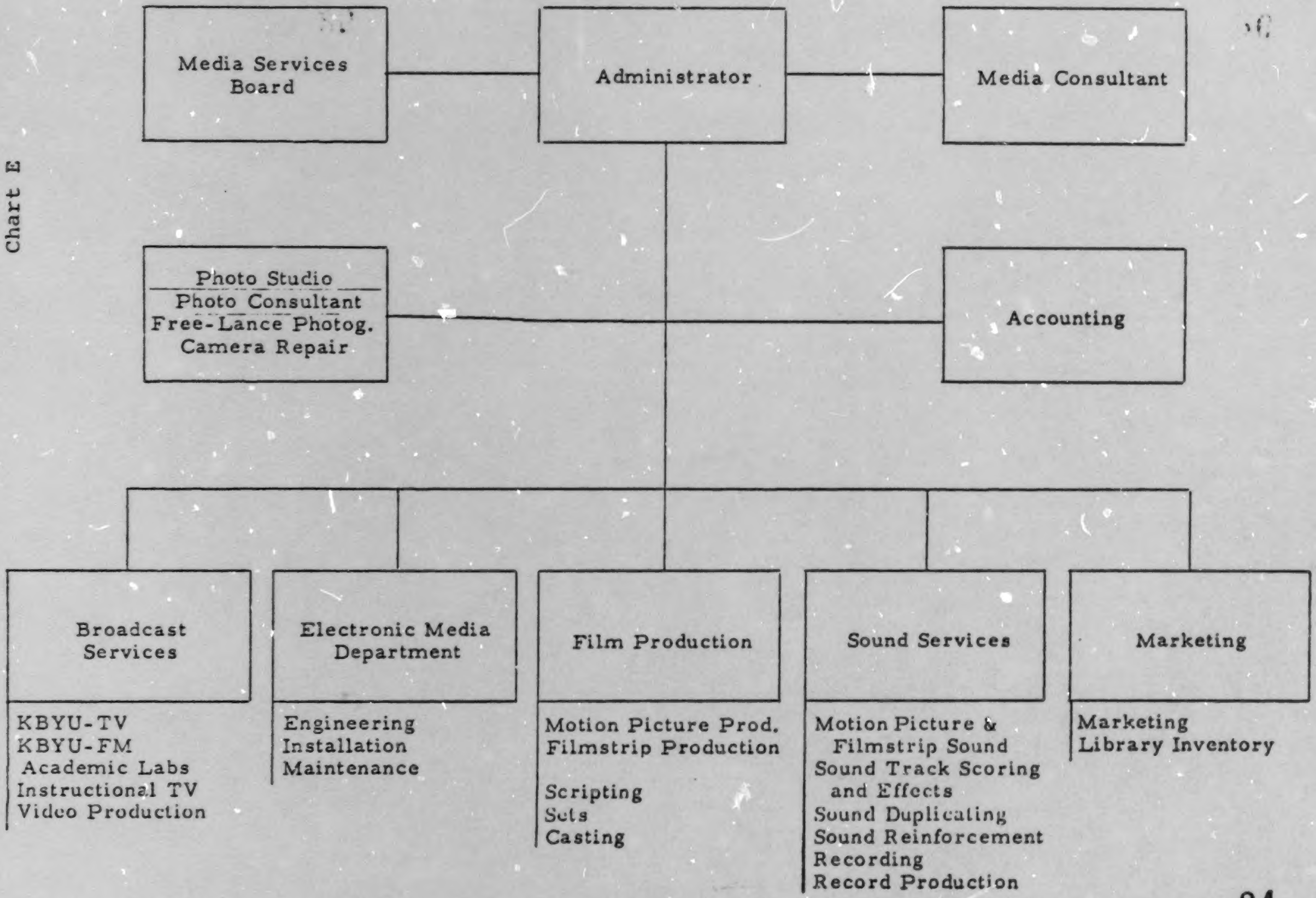
Chart C


ASS'T ACADEMIC VICE PRESIDENT
INSTRUCTIONAL DEVELOPMENT COMMITTEE (FACULTY)
SPECIAL SERVICES
Accounting
Data Operations
Awards and Grants
Administrative Functions
INSTRUCTIONAL RESEARCH DEVELOPMENT AND EVALUATION
MEDIA DEVELOPMENT & PRODUCTION
FRIENDS OF THE LIBRARY
LIBRARY
FACULTY LIBRARY COMMITTEE
ASSISTANT DIRECTOR
Administration
Budget & Accounting
Resources Management
Project Coordination
EVALUATION & QUALITY CONTROL
ASS'T DIRECTOR FOR CHURCH PRODUCTION
ASS'T DIRECTOR FOR CH. ED. SYS. PRODUCTION
AUTOMATION AND INFORMATION SERVICES
ARCHIVES AND RECORD MANAGEMENT
BROADCAST SERVICES
KBYU-TV
KBYU-FM
Academic Labs
ACCOUNTING & WORK FLOW
Accounting
Cost Records
Work Flow Planning and Control
ELECTRONIC MEDIA DEPARTMENT
Engineering
Installations
Maintenance
PRODUCERS & DIRECTORS
Projects
Production
Materials
COLLECTION DEVELOPMENT
Acquisitions
Exchange & Gifts
Collections
Receiving & Stores
Binding
BUDGET AND PERSONNEL
Budget Control & Acctg
Personnel
Facilities & Equipment
Public Relations
PUBLIC SERVICES
New Building Planning
Subject Reference Specialists
General Reference
Reserve Library
Circulation
INSTITUTE FOR COMPUTER USES IN EDUCATION
Advanced Systems Devel
TICCIT Project
Computer Asst Research
Computer Asst Instructn
Design/Production Autom
Computer Magd Instr
INSTRUCTIONAL DEVELOPMENT SERVICES
Course Design
Instructional Development Services
Production Coordination
INSTRUCTIONAL EVALUATION AND TESTING
Eval of Instrctnl Program & Prod.
Modular & Phase Testing Program
Answer Sheet Proc
Evaluation & Testing Consult
MEDIA DESIGN & SCRIPTING
Design
Writing
Proj. Specif.
Guides
MEDIA PRODUCTION
Motion Picture
Video
Still Visual
Sets
Graphics
Casting
Photo Studio
MEDIA POST PRODUCTION
Effects Reformating
Media Editing
Dialogue Replacement
Sound Record Mix
Media Duplicating
Lab Coordination
Project Presentation
Media Lab Services
MEDIA BUSINESS SERVICES
Campus Services
Marketing
Camera Services
Stores
Facilities
LEARNING RESOURCE CENTERS
Non-Print Information Distribution
Faculty Media Consultation
Administer & Plan LRC's
CATALOGING
Original Cataloging
Clerical Processing
EDUCATIONAL MEDIA SERVICES
Media Collection
Films & Equip. Circulation
Public School Media Services
Closed-Circuit TV Distribution
Classroom TV Display

21

Chart E

MEDIA SERVICES


Media Services Board
Administrator
Media Consultant
Photo Studio
Photo Consultant
Free-Lance Photog.
Camera Repair
Accounting
Broadcast Services
KBYU-TV
KBYU-FM
Academic Labs
Instructional TV
Video Production
Electronic Media Department
Engineering
Installation
Maintenance
Film Production
Motion Picture Prod.
Filmstrip Production
Scripting
Sets
Casting
Sound Services
Motion Picture & Filmstrip Sound
Sound Track Scoring and Effects
Sound Duplicating
Sound Reinforcement
Recording
Record Production
Marketing
Marketing
Library Inventory

5/27/76

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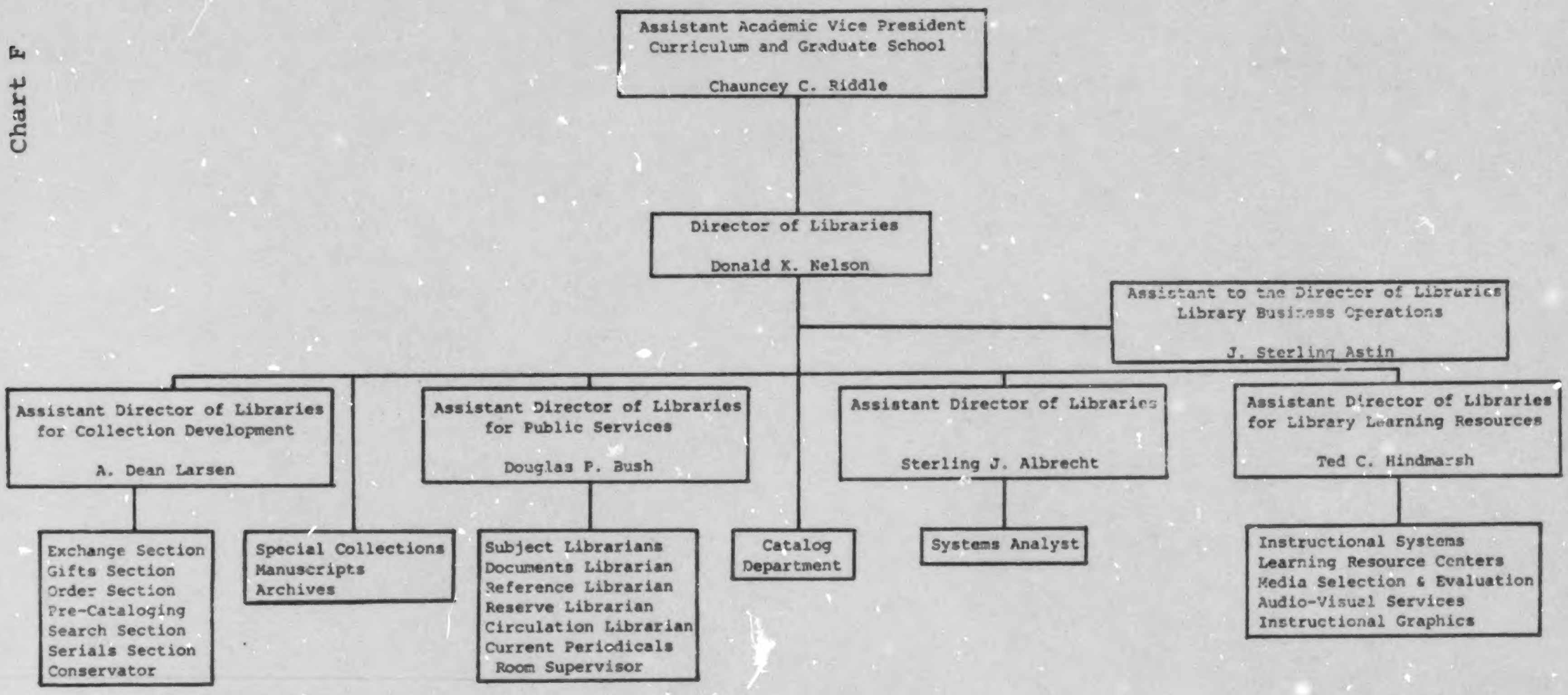
Chart F

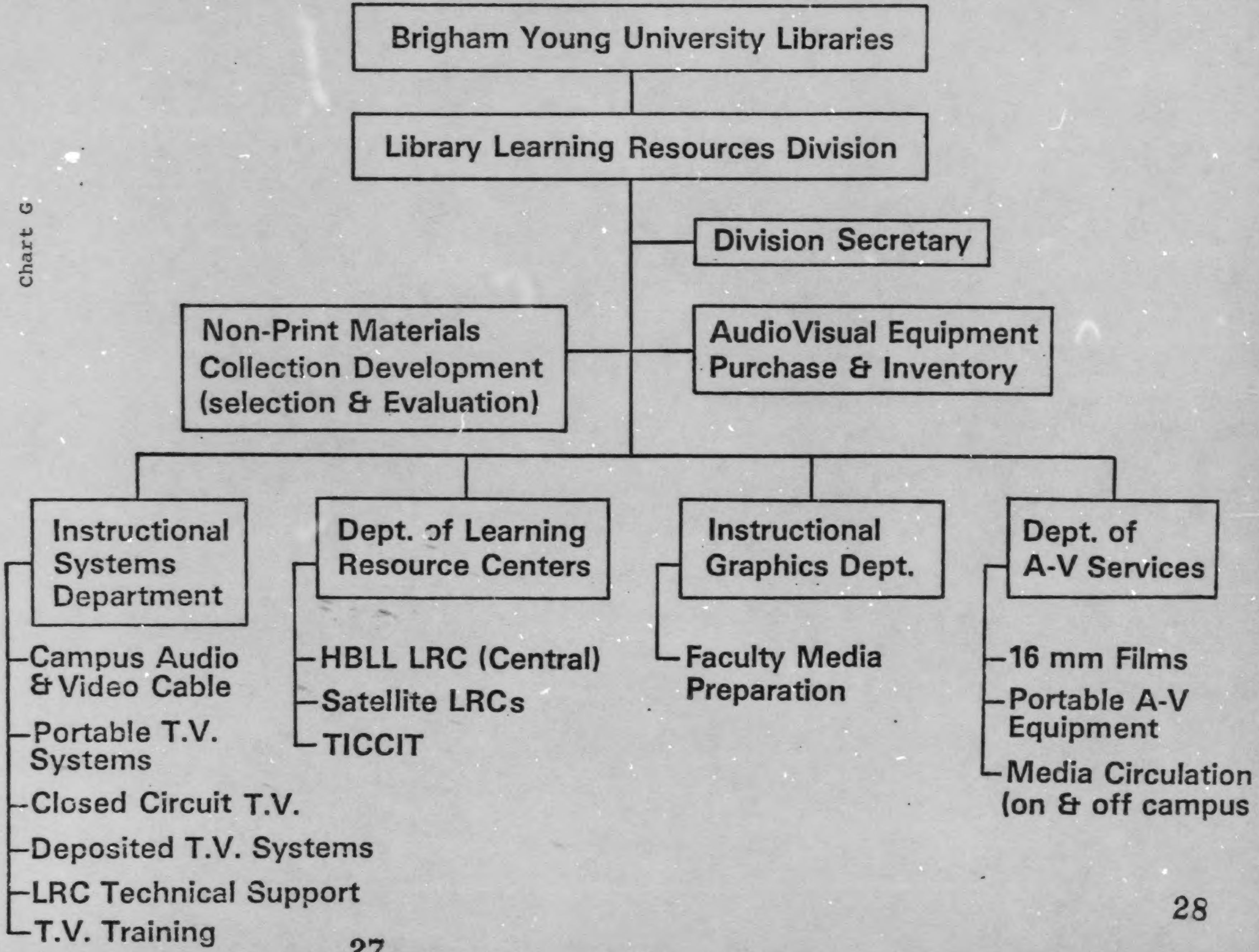
LIBRARY ORGANIZATIONAL STRUCTURE


Assistant Academic Vice President
Curriculum and Graduate School
Chauncey C. Riddle
Director of Libraries
Donald K. Nelson
Assistant to the Director of Libraries
Library Business Operations
J. Sterling Astin
Assistant Director of Libraries for Collection Development
A. Dean Larsen
Assistant Director of Libraries for Public Services
Douglas P. Bush
Assistant Director of Libraries
Sterling J. Albrecht
Assistant Director of Libraries for Library Learning Resources
Ted C. Hindmarsh
Exchange Section
Gifts Section
Order Section
Pre-Cataloging
Search Section
Serials Section
Conservator
Special Collections
Manuscripts
Archives
Subject Librarians
Documents Librarian
Reference Librarian
Reserve Librarian
Circulation Librarian
Current Periodicals Room Supervisor
Catalog Department
Systems Analyst
Instructional Systems
Learning Resource Centers
Media Selection & Evaluation
Audio-Visual Services
Instructional Graphics

6/30/77

June 1977

Chart G



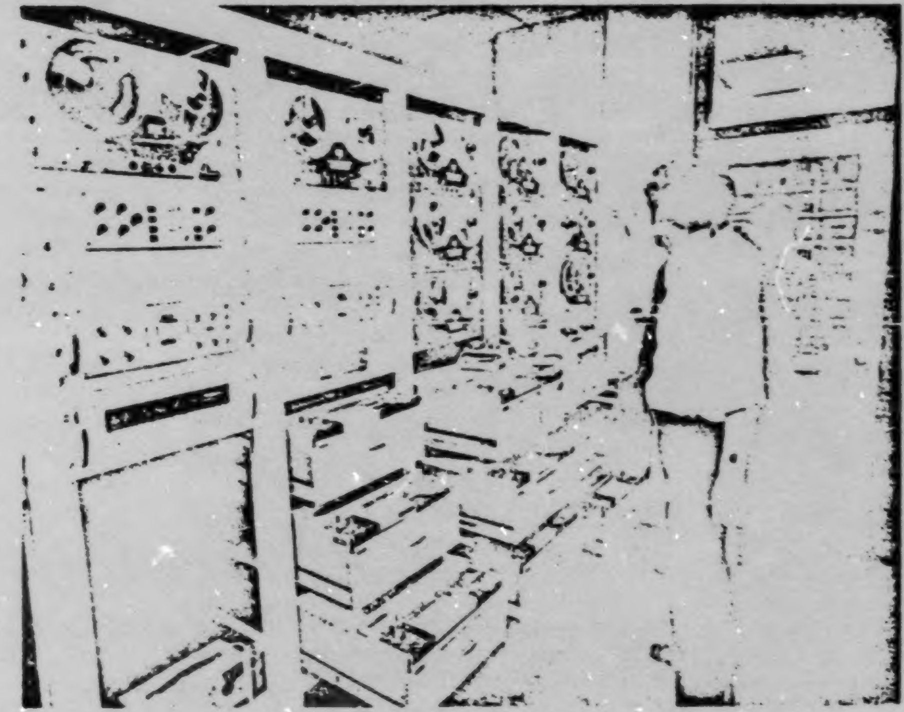
- Brigham Young University Libraries
  - Library Learning Resources Division
    - Division Secretary
    - Non-Print Materials Collection Development (selection & Evaluation)
    - AudioVisual Equipment Purchase & Inventory
    - Instructional Systems Department
      - Campus Audio & Video Cable
      - Portable T.V. Systems
      - Closed Circuit T.V.
      - Deposited T.V. Systems
      - LRC Technical Support
      - T.V. Training
    - Dept. of Learning Resource Centers
      - HBLL LRC (Central)
      - Satellite LRCs
      - TICCIT
    - Instructional Graphics Dept.
      - Faculty Media Preparation
    - Dept. of A-V Services
      - 16 mm Films
      - Portable A-V Equipment
      - Media Circulation (on & off campus

PROGRAMS AND SERVICES
MARYLAND
2 PP.

LIBRARY NEWS

University of Maryland, College Park

September, 1974 (n. s. Vol. 4, No. 1)



THE NON-PRINT MEDIA SERVICE...

The non-print media facility at the Undergraduate Library is expanding constantly to meet the needs of students and faculty. Located on the fourth floor of the Library, this center contains a collection of audiovisual systems which provides users with a number of non-print options. The goal of the staff is to make this material as readily available and as easily used as books, periodicals, and microforms. While the systems themselves are extremely complex, users have only to dial programs and adjust volumes. Assistance is, of course, always available from the library staff.

The non-print media area contains remote-access and direct-access retrieval systems. These are useful for different learning situations and needs; neither should be considered superior to the other. A combination of the two approaches provides the most effective use of the media. Remote-access, which may be audio and/or video, allows material to be distributed to hundreds of students. All programs which are provided through remote-access are also available on individual audio and/or video cassettes. Direct-access has the advantage of giving users complete control over materials, for they can individually manipulate controls to suit their needs. For some course assignments, such control over playback is very important.

If no viewing is involved, students may wish to use the many lounge and study areas equipped with transmitters broadcasting to wireless headsets. Depending upon the type of material being studied, the possibilities for use are varied and flexible; all are designed to enhance learning.

The non-print media area includes glass-enclosed rooms of various sizes which may be used in a number of ways. Students often like to work in small groups in these rooms, using one program together. (Both remote and direct-access programs are available.) One large quadraphonic concert room, furnished with 50 upholstered chairs, is particularly popular with students.

The media center has nearly 200 commercial video cassettes. These are used not only for course work but also to meet individual needs and for research of various kinds. For example, many of the Watergate television hearings and House Judiciary Committee debates on impeachment are available. When these collections are complete, they will provide an unusual and valuable reference source. The Library is interested in developing other collections as well. Many film classics are now being purchased (Citizen Kane being a recent acquisition). The collection of old newsreels is of interest to many departments. Kenneth Clark's series on the history of western culture, Civilisation, is now available in its entirety.

The staff of the media center is very anxious to work closely with the faculty in developing ways to utilize the facilities and the collection. Their goal is to see them used to their best advantage. One department which has used the facility extensively has found its use seems to have paid off not only in a rise in the point average of the students involved but also in a great increase in student interest.

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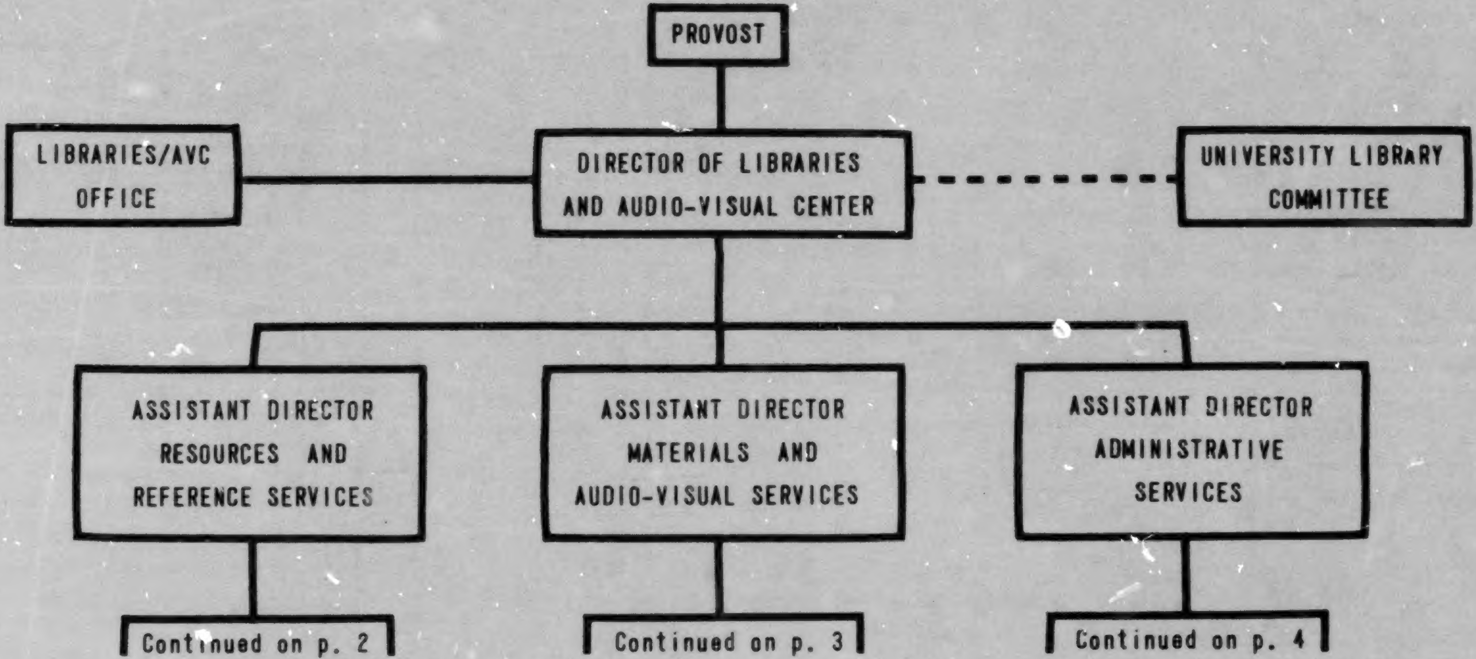
PURDUE UNIVERSITY LIBRARIES
AND
AUDIO-VISUAL CENTER ORGANIZATION

3V

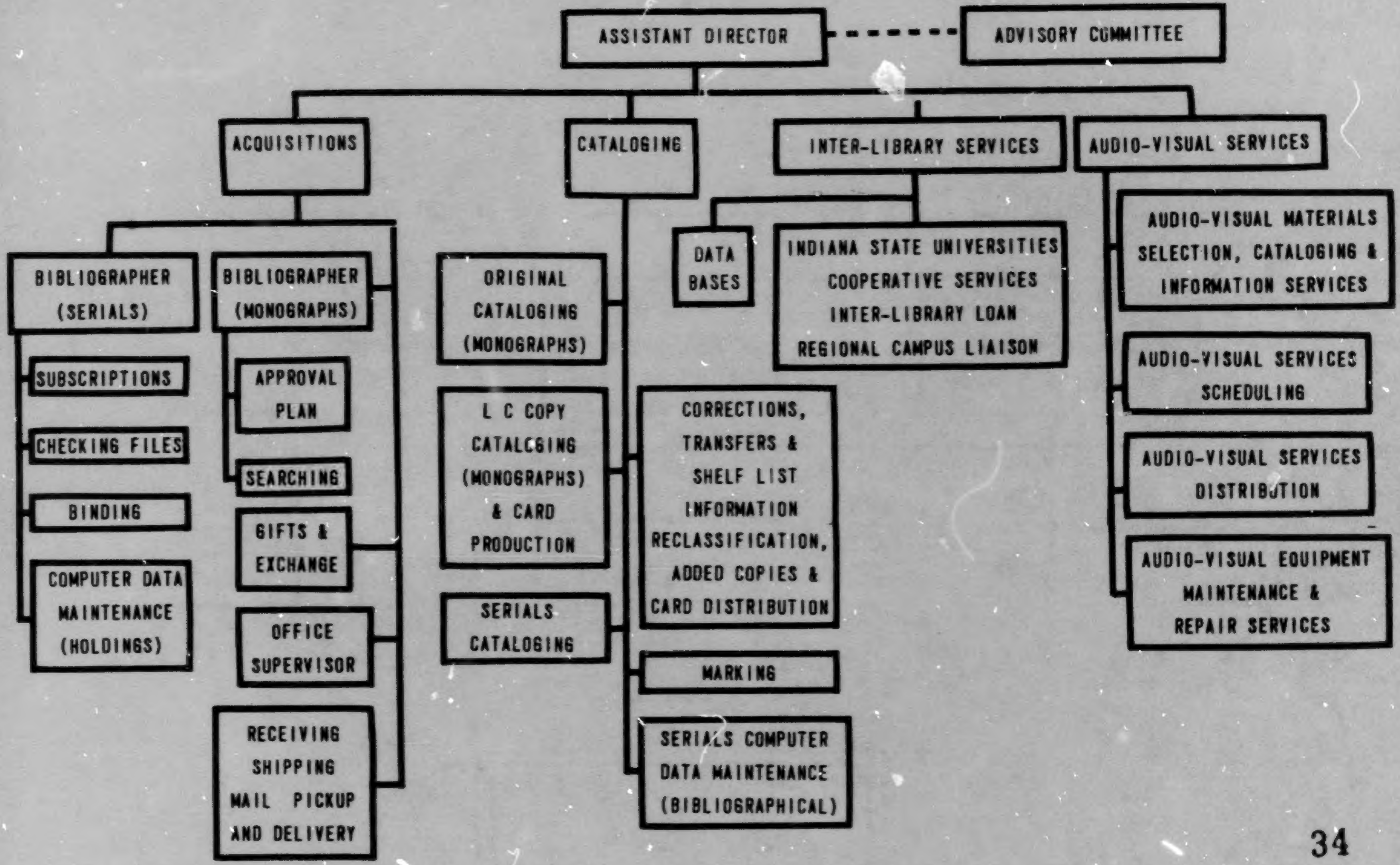

PROVOST
LIBRARIES/AVC OFFICE
DIRECTOR OF LIBRARIES AND AUDIO-VISUAL CENTER
UNIVERSITY LIBRARY COMMITTEE
ASSISTANT DIRECTOR RESOURCES AND REFERENCE SERVICES
ASSISTANT DIRECTOR MATERIALS AND AUDIO-VISUAL SERVICES
ASSISTANT DIRECTOR ADMINISTRATIVE SERVICES
Continued on p. 2
Continued on p. 3
Continued on p. 4

ORGANIZATION CHART

PROGRAMS AND SERVICES
PURDUE
2 PP.

7-1-75

MATERIALS AND
AUDIO-VISUAL SERVICES
DIVISION


ASSISTANT DIRECTOR
ADVISORY COMMITTEE
ACQUISITIONS
CATALOGING
INTER-LIBRARY SERVICES
AUDIO-VISUAL SERVICES
BIBLIOGRAPHER (SERIALS)
SUBSCRIPTIONS
CHECKING FILES
BINDING
COMPUTER DATA MAINTENANCE (HOLDINGS)
BIBLIOGRAPHER (MONOGRAPHS)
APPROVAL PLAN
SEARCHING
GIFTS & EXCHANGE
OFFICE SUPERVISOR
RECEIVING SHIPPING MAIL PICKUP AND DELIVERY
ORIGINAL CATALOGING (MONOGRAPHS)
L C COPY CATALOGING (MONOGRAPHS) & CARD PRODUCTION
SERIALS CATALOGING
CORRECTIONS, TRANSFERS & SHELF LIST INFORMATION RECLASSIFICATION, ADDED COPIES & CARD DISTRIBUTION
MARKING
SERIALS COMPUTER DATA MAINTENANCE (BIBLIOGRAPHICAL)
DATA BASES
INDIANA STATE UNIVERSITIES COOPERATIVE SERVICES INTER-LIBRARY LOAN REGIONAL CAMPUS LIAISON
AUDIO-VISUAL MATERIALS SELECTION, CATALOGING & INFORMATION SERVICES
AUDIO-VISUAL SERVICES SCHEDULING
AUDIO-VISUAL SERVICES DISTRIBUTION
AUDIO-VISUAL EQUIPMENT MAINTENANCE & REPAIR SERVICES

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

PROGRAMS AND SERVICES
RUTGERS
1 PP.

Rutgers Libraries Newsletter

Volume 3, Number 12 December 1976

MULTI-MEDIA SERVICES

Ann Montanaro

Multi-Media Services is the name of the library's newly-expanded audio-visual department. During the past summer the University Library took over the New Brunswick Office of Instructional Services and merged it with the library's Audio-Visual Department housed in the Alexander Library. The new Multi-Media Services Department presently offers services at two locations; Multi-Media Services/Film housed at Alexander and Multi-Media Services/Equipment in the basement of 18 Seminary Place, New Brunswick. The extension for films is 7337 and the number for equipment is 7360.

Ed Pason is the Acting Director of the new service with Theo Haynes serving as Head of Operations/Film Librarian. They are assisted at Alexander by Arlene Julius, Ron MacIntyre, and Minnie Yale. Ralph Gallagher and John Gulish, who along with Minnie were formerly with the Office of Instructional Services, are now on the library staff at the equipment center.

The new department was formed to consolidate existing services and to serve as the nucleus of a much broader and coordinated service. The library has had a film collection since 1972 but until now has not been able to provide equipment to show films in the classrooms. The consolidation of services now makes it possible for the patron to book film and equipment for use in the New Brunswick area. The equipment now available includes: opaque projectors; overhead transparency projectors; 16 mm projectors and speakers, regular and dual changeover; 8 mm and Super 8 mm projectors, regular and cartridge; 35 mm Carousel slide projectors; lantern slide projectors; screens; tape recorders; ½ inch video playback and record equipment; microphones; slide previewer; transparency maker; record players; and portable amplifiers. For the present, although film is booked centrally for classroom use throughout the University, Multi-Media Services will only be able to provide projection equipment for Rutgers College, University College, the graduate school and professional schools on the New Brunswick and Busch Campuses. The equipment center offers delivery, pick up, maintenance, and repair service and is also prepared to train students and faculty to operate equipment. Space is provided at both locations for previewing films from commercial services or films from the University Libraries' collection.

Space is the most immediate problem facing the new department. Multi-Media Services needs a location where the film and equipment centers can be housed together. Once space is available, Ed Pason and Theo Haynes foresee a time when Multi-Media Services will serve as a central equipment and film center with satellite equipment centers in area libraries. They also hope to maintain a central equipment inventory of classroom and audio-visual equipment and see the possibility of offering long term loan of equipment to academic departments.

Multi-Media Services is a new department and it will take time for its services and policies to evolve. During the formative stages the Audio-Visual Materials Selection Committee (AVMSC) will serve as an advisory committee for the development of the department.

UNIVERSITY OF WASHINGTON

Office of the Director

PROGRAMS AND SERVICES
UNIVERSITY OF WASHINGTON
3 PP.

THE UNDERGRADUATE LIBRARY MEDIA CENTER IS DEVELOPING EXCITING FACILITIES, COLLECTIONS AND SERVICES TO SUPPORT YOUR SPECIAL COURSE OBJECTIVES WITH INOVATIVE AND EFFICIENT USES OF MULTI-MEDIA WHICH ENCOURAGE A VARIETY OF INDIVIDUAL LEARNING PATTERNS.

The Center provides:
(1) coordinated audio/video/pictorial/print/object "Course Reserves" for your students in an attractive learning resource atmosphere;
(2) touchtone access to audio/video programs in carrels or auxiliary rooms;
(3) scheduled rooms and equipment for films, slides, TV and multi-media programs for any class hour; (Either bring your class to the Center, or borrow materials for your usual classroom, or schedule rooms for your class to hear or view your up to date, highly individualized media reserves in groups or individually out-of-class-hours)
(4) a staff to purchase, borrow, or rent appropriate materials for the media collection and produce or order special media productions for your class;
(5) and processing, storage and maintainance of these materials.

To implement media utilization the Center's personnel offer special services as consultants on instructional design helping you select and coordinate materials, technology and teaching methods to meet specific course objectives most effectively. Necessary standards for media selection to maintain compatibility with campus facilities and equipment are recommended by the Center. Constant research of new equipment, materials, and techniques in multi-media are leading to auxiliary laboratory-learning resource functions as needed.

Start with our Campus Wide Clearing-house function which provides a directory of multi-media information:
(1) a collection of non-book materials and equipment;
(2) a reference book and catalog collection to media sources, standards and teaching methods;
(3) a file of media sources and their addresses;
(4) referral to other campus resources, services and their policies.

On a space-available basis the facilities are available for independent listening and viewing and for special faculty/student projects. The Center can offer a broad variety of highly individualized special interest programs. We'll try almost anything!

Harriett Marshall
Media Librarian
543-6051

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UGL SERVICE GOALS

MEDIA CENTER

GOAL 1: Support of formal instructional program

Implementation:

1. Placing audio-visual materials on reserve for classes:
   a. scheduling rooms, equipment and dial-in sources;
   b. scheduling and circulating media for use in the media center or classroom.
2. Producing materials on request for class use in the Library Media Center. (Principally selection, compilation, duplication and conversion.)
3. Making equipment available in the Center for use by faculty and students (with operator if necessary).
4. Purchasing appropriate Non-Book materials for UCL collection for faculty and student use.
5. Storing materials.

GOAL 2: Improvement of UW instructional programs through media utilization

Implementation:

1. Acting as a consultant on Instructional Design for the utilization of the Media Center System and material. (Instructional Design is the coordination of materials, educational technology, and teaching methods with services to meet curricular or course objectives. It is the process of creating and/or identifying the most effective materials to meet the specific objectives of the learning experience as defined by Instructional Development.)
2. Offering instruction in use of the Media Center's equipment.
3. Developing and disseminating standards for media selection to maintain a compatible system of transmission.
4. Keeping abreast of new equipment, materials, and teaching techniques in multi-media to maintain the Media Center's Instructional Development Functions. (Instructional Development Functions are the solution of instructional problems through the design and application of Instructional System Components.) (Instructional System Components are all of the resources which can be designed, utilized, and combined in systematic manner with the intent of achieving learning. These components include: men, machines, facilities, ideas, materials, procedures, and management.)
5. Developing satellite stations and Media Center auxiliary functions as needed.
6. Developing student produced media projects and reports.

GOAL 3: Clearing-house function (campus-wide) for multi-media information and services

Implementation:

1. Maintaining the media reference collection and providing reference service.
2. Developing a directory of campus multi-media services and collections in conjunction with the Media Center/Library reference services.
3. Maintaining a collection of media and equipment catalogs from commercial and educational organizations.

GOAL 4: Support of continuing education and community needs

Implementation:

1. Cooperating with other campus agencies for uses of media materials.
2. Across-campus and off-campus access to the switching system.
3. Cooperating with other state agencies for multi-media programs.

GOAL 5: Responding to students' recreational listening needs

Implementation:

1. On a space-available basis, allowing use of facilities for independent listening and viewing.
2. Accepting suggestions for purchase of materials, as funds permit.
3. Offering a broad variety of special daily programs.

7/15/75

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PROGRAMS AND SERVICES
UNIVERSITY OF TENNESSEE/KNOXVILLE
4 PP.

Annual Report

Non-Print Department, UGL

Fiscal Year 75-76

The UTK Library has organized its non-print collections and services in line with the recommendations of the Carnegie Commission on Higher Education. In The Fourth Revolution: Instructional Technology in Higher Education, the Commission stated that

> "the library. . .should occupy a central role in the instructional resources of educational institutions. . ., and that non-print information, illustration, and instructional software components should be maintained as part of a unified informational-instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students."

In unison with this recommendation, the UGL Non-Print Department has had three objectives which have provided a focal point for collection development, facilities design, and public service during fiscal '75-'76. These on-going objectives are: 1) selection of non-print materials which meet the instructional and research needs of the university community; 2) maintenance of facilities and equipment which meet high performance standards, and are designed to permit flexible use by individuals and groups; 3) provision of efficient, responsive public service to both faculty and students. This annual report will focus on the performance of the department in those three areas, highlighting and evaluating successes and failures.

COLLECTION DEVELOPMENT

The idea that print and non-print materials should be combined as instructional and information resources for use in the teaching/learning process has been basic to the selective development of the non-print collection. Materials are acquired in the non-print format only when their unique aural-visual qualities warrant it. The continued growth in our collections to encompass every discipline indicates that our on-going objective of reaching all departments and colleges on campus is being met.

Following is a tabular comparison of our present holdings and the number added in 1975-76.

Collections (volumes)	Number Added 75-76	Total
Audiotape	943	4,510
Slide/sound sets	693	1,030
Videocassettes	334	467

The significant additions made in sound/slide sets and videocassettes warrants comment as we have also experienced substantial circulation increases in both areas.

The videocassette format is rapidly becomming our preferred aural-visual medium because of its instructional potential and its usefulness as a foolproof means of distributing pre-packaged a-v programs. We have acquired complete video program courses in the following areas: drama, Spanish, history, philosophy, pharmacy, accounting, economics, psychology, nutrition, nursing, and computer sciences. This growth in the videocassette collection can be explained by specific attractive features of the medium which faculty and students seem to like--the cassette packaging which leads to ease of use, the solenoid controls which allow rapid review, the ambient light use which permits note taking, the stereo sound and the excellence of picture quality. Our videocassette circulation for '75-'76 was 16,604 as compared to 7,383 for '74-'75. We can expect this trend to continue.

The growth of our sound/slide collection by 693 volumes is attributable only in part to acquisitions for the College of Education. Several uniquely appealing characteristics of the slide/sound medium have led to our increased reliance on it. A preeminent cause is the reasonable low cost of this a-v format. A set of five slide/sound units retails for approximately $70. Another important factor is the enormous and varied amount of information available in the format. We have acquired current, instructionally verified sound/slide sets in every LC subject area from the most highly concrete (nursing, nutrition, geology, chemistry) to the most general and abstract (philosophy, English, ecology). While we expect this growth trend to continue, it should be noted that the bulky nature of the format is contributing to our storage and space problems. The Non-Print Department control room will undoubtedly have to be expanded in the coming year.

FACILITIES

The growth and use of the non-print collection is directly dependent on the adequacy and excellence of our equipment and facilities. During the year we have made significant equipment additions in both slide/sound and videocassette carrels. The addition of three group rooms has expanded the flexibility and variety of our a-v facilities. We anticipate that these group facilities will continue to be used heavily both for class meetings and demonstrations, and for faculty previewing of audio-visual resources prior to their purchase. The following table shows our total equipment holdings in each category, and the number added during the 1975-76 fiscal year.

Equipment	Number Added 1975-76	Total
Audio Playback Decks 11 Tandberg #64 4 Tandberg #3300X 4 Tandberg #3500X 1 Marantz AM-FM stereo tuner	4	20
Multi Channel Audio Carrels	0	53
Slide Carrels 20 Kodak Carousel projectors 20 Montage Sun Master Screens	0	20
Slide/Sound Carrels 2 Singei Caramates 7 Kodak carousel projectors #600 7 Telex Audiocassette players #155	7	9
Video Playback Decks 3 Sony VP-1200 players 3 Sony VP-2000 players 1 Sony VO-2600 player/recorder	3	7
Video Carrels 18 Sony KV-92, 9" color TV sets 5 Sony TV 112 b&w sets	7	24
Group Video Monitors 2 Electrohom HECRM, 25" color	0	2
Microfilm Carrels	0	5

PUBLIC SERVICE

The UGL Non-Print Department has been committed to providing efficient, responsive public service to both students and faculty. We have attempted to skillfully interpret our resources and services to all patrons thru a combination of bibliographies, a regular public relations effort thru the Daily Beacon, a happy, intelligent service oriented staff, and thru reasonable policies and procedures. Our success in this effort is indicated by our 34.1% growth in circulation over the previous fiscal year.

Special bibliographies published this year include: *Index to Poetry Recordings in English and American Literature* and *Index to Fiction Recordings*, both compiled by Bill Ward. A *Videocassette Catalog* providing an annotated description of the video collection has been published and is presently in its 2nd edition. Other special lists compiled are: "Non-Print Resources--Black Studies" (Sept. 1975); "Women's Studies, A Bibliography of Non-Print Materials," (Oct. 1975); "Family Relationships, A Bibliography of Non-Print Materials," (Nov. 1975); "Bio-Ethics Bibliography," (Dec. 1975).

The Non-Print staff has maintained excellent public service this year despite a substantial increase in patron demands. The Non-Print Department is open 97 hours a week and has had 184 hours of employee coverage. Staffing is provided by the following combination of full-time employees, student assistants, and college work study students:

1 Professional Librarian at 40 hours. . .Angie LeClercq
1 Senior Library Assistant at 40 hours . . .Bill Ward
1 Senior Library Clerk at 40 hours. . .Don Barger
1 SLA IV at 19½ hours. . .Phyllis Harris
1 SLA II at 15 hours. . .Nancy Kinkade
1 College Work Study Student at 15. . .Jill Leferink
1 College Work Study Student at 15. . .John Shaver

The ultimate evaluation of the success of the department in meeting its objectives must be an unmeasurable qualitative factor. It is impossible to adequately measure the happiness quotient produced by a single pleased patron. However, it is worth noting that we served 87,518 individuals in the '75-76 fiscal year, a goodly portion of whom returned a second time because the service and collections met their needs and expectations. The following statistics provide a detailed account of the year's transactions.

Total Circulation '75,'76 -------------------------87,518

Summer '75 . . .9,665
Fall '75 . . . 26,754
Winter '76 . . 27,697
Spring '76 . . 23,402

% Increase over '74, '75 --------------------------34.1%

(Detailed statistics omitted-
available later in Kit in Budget
Request Form document)

AUDIO-VISUAL LIBRARY ANNUAL REPORT

1975-76

PROGRAMS AND SERVICES
MICHIGAN STATE
4 PP.

USE

This year the number of people (44,878) using the Audio-Visual Library increased by 10%, and the number of items used (72,652) increased by almost 24% over last year. Use of course materials was up nearly 45%, while pleasure listening was down 20%. There were 141 courses with materials on reserve this year, compared to 52 last year, which accounts for the dramatic rise there. The decline in pleasure listening would seem to be due to less demand, as we rarely had to turn people away who wanted to listen to tapes for their own pleasure. (Term by term statistics are on the last page of this report.)

NEW EQUIPMENT

At the beginning of Spring Term, the Audio-Visual Library acquired three color TV sets, two video playback machines, one video playback/recorder, and ITV cable hook-up for three viewing stations. Most of the funds came from the Educational Development Project. Videocassettes for 6 courses were provided by the Instructional Television Service. The addition of the TV's caused surprisingly few problems, although often students had to wait or come back later to view a particular lesson. However, there was always room for students to "plug in" to any of the lessons in use. Statistics on use of the TV's are on the last page of this report.

In February four Kodak projectors and twenty headphone sets were requested in hopes of getting at least the headphones for part of Spring Term, but at this point, they are still on order.

COPYING SERVICE

The free copying service for Audio-Visual and Voice Library tapes, though limited to class lectures and non-copyrighted material (unless for class use), continues to be very popular. In 1975-76, 1605 items from the A-V Library and 295 items from the Voice Library were copied by A-V Library personnel. (Dr. Crane, director of the Voice Library, also makes copies of Voice tapes, not documented here.) As reported last year (814 items copied), this service takes a lot of staff time, but is of major importance in increasing faculty and student awareness of the potential of the Audio-Visual and Voice Collections.

STAFF, STUDENT BUDGET

The Audio-Visual Library staff consists of one ½ time librarian, one full-time clerk, and about 15 student workers during a normal term. This year $6500 was originally allotted for the student budget. However, at the end of Fall Term it became clear that $6500 would not be spent by the end of the year, so $1500 was given to another budget, leaving the A-V Library student budget at $5000 for the year.

The abundance of available Work/Study students was the cause of the underspending. During Spring Term, three new students had to be hired because some Work/Study students were running out of money. Fortunately, we were able to hire 3 new Work/Study students. If even one had been a regular, we might have overspent the $5000 budget. As it is, the budget will be spent, with an average ratio for the year of 75% Work/Study students to 25% regular students. In terms of student hours worked however, the ratio is closer to 85% Work/Study, 15% regular.

It now takes at least 2 hours of concentrated training to prepare a student assistant so that he/she is able to run the service desk, and at least 5 hours of experience to be able to run it well. Of the 97 hours a week the A-V Library is open, for 57 hours it is run by students, unsupervised except for whoever may be on duty in the Undergraduate Library.

ACQUISITIONS

Three hundred twenty-seven items were added to the A-V Library collection this year, making the total 2736 items, an increase of 13% over last year. One hundred eighty-two classical recordings were added (a special project), while in the rock/jazz/folk area 132 items were added. Thirteen "academic" recordings were added this year, a reflection of the possibility that the collection has reached a peak in development and further needs of faculty and students are yet to be identified.

CATALOGING

Last year's report made the hopeful statement that the backlog of approximately 300 titles would be eliminated by Fall Term. The situation is worse, not better, although permanent cards have been made and filed for all of the classical music, because Miss Hamill provided the cataloging. The half-time A-V Librarian simply does not have time to catalog, much less run a "cataloging department" to produce cards. I strongly urge that the cataloging function be taken over by the Cataloging Department. Perhaps a system similar to the one worked out with the Voice Library, where "pre-cataloging" is done on worksheets that are then sent to the Cataloging Department, can be used for the Audio-Visual Library.

REPAIR AND MAINTENANCE OF EQUIPMENT (VOICE AND AUDIO-VISUAL)

In 1975-76, two students were hired to repair and maintain equipment, at a cost of approximately $750. Neither student is Work/Study. Although a majority of repair problems can be handled by these students we do not have the testing equipment necessary to repair the reel-to-reel decks and Voice Library equipment, and it is difficult to work on these machines when the Libraries are busy. To solve this problem, I contracted c & G Productions (two technicians from Detroit) at $4.00 an hour labor (each), and 10% over cost for parts. C & G overhauled almost all the machines that needed it, mostly during Christmas break, at a cost of almost $500. Since then, I have been unable to get them back for other problems that we cannot handle at our own repair shop.

In order to obtain some replacement parts, an open account was set up with Newman's Audio-Visual in Lansing. There is a long delay for some parts, but on the whole the arrangement with Newman's has worked out very well. Unfortunatley, Newman's cannot supply parts for all of our machines.

The year has not been without problems in the repair area. The slide projectors break down on a regular basis when heavily used. The reel-to-reel decks are old, idiosyncratic and hard to maintain. A sudden problem in the Voice Library may result in an expensive visit from the Instructional Media Center, as student workers are not always available when you need them. I would propose that hiring a half-time techinician to repair and maintain all audio, visual, and microform machines would be much preferable to hiring students who may or may not do a good job and who cannot always be depended on to work when you most need them.

A well-qualified techinician could 1) set up regular procedures for ordering parts, 2)keep to a regular and more thorough schedule of maintenance, 3)be on hand 5 days a week for fixing breakdowns, 4)give advice as to types and brands of equipment to buy, 5) instruct librarians in better recording methods, 6)do most of the tape copying and routine recording.

It might appear that applying more student hours to the repair problem would be a solution. In the short term, perhaps. The problem with students is that they must be closely supervised, the work has to be organized for them and among them, they generally feel little responsibility for the overall operation, and, no matter how well-qualified, they are not in a position to make long-term projections as to the needs of the repair shop and the A-V Library.

I feel that the repair situation is critical enough to consider changing the clerical position in Audio to half-time if it is the only way that a half-time technician position can be added. Perhaps the ideal solution would be to hire a technician to be the full-time clerk, who could then hire and supervise students to do routine maintenance and simple repairs, leaving him/her enough time to do the rest of the clerical job.

To sum up, I think it would be wise to find out in what ways having a technician on the Library's payroll could help all areas of the library with machine problems, and to figure out the best way to fit a technician into the Library staffing pattern.

USE OF ITEMS IN THE AUDIO-VISUAL LIBRARY, 1975-76

	Music tapes					
	Classical & Other	Rock, Folk, Jazz, Blues	TOTAL	Course items	TOTAL ITEMS	TOTAL PEOPLE
Summer '75	251	1049	1300	1834	3134	1828
Fall '75	853	4453	5306	23591	28897	16405
Winter '76	1005	3919	4924	10500	15424	10841
Spring '76	733	3102	3835	21362	25197	15804
TOTAL	2842	12523	15365	57287	72652	44878

USE OF TAPES IN THE AUDIO LIBRARY, 1974-75

	Music tapes					
	Classical & Other	Rock, Folk Jazz, Blues	Total	Course tapes	TOTAL TAPES	TOTAL PEOPLE
Summer '74	230	1016	1246	600	1846	1049
Fall '74	928	4980	5908	12759	18667	12869
Winter '75	1037	5248	6285	6961	13246	8668
Spring '75	923	4404	5327	17977	23304	14743
TOTAL	3118	15648	18766	38297	57063	37329

PROGRAMS AND SERVICES
WASHINGTON STATE
4 PP.

MEMORANDUM

TO: Council of Deans

FROM: John A. Davis, Director, Audio-Visual Center

DATE: January 5, 1977

RE: Audio-Visual Center services to Departments

To assess the AVC's support to instructional programs, we have begun to record service to individual Departments. Attached is the record of services rendered from July 1 to December 31, 1976. A brief description of each column heading is noted below.

WSU-AVC Materials - WSU users may utilize any of the University's audiovisual collection at no charge. The 3200 educational films also circulate throughout the Northwest on rental to other institutions at an average rental price of $10. per film. This activity provides more than $50,000. annually to the University General Fund. Also in the AVC collection are 7000 other educational materials.

Off-campus Material Obtained - The AVC provides comprehensive service to locate and obtain materials needed for instruction but not in the University collection. The Center handles all details to obtain items for use on campus, passing rental charges on to the using Department. Included in this service is scheduling preview for the instructor, and arranging for projection equipment and operator in the appropriate classroom(s) at the appropriate time(s).

Materials Search Services - These are of two kinds. An instructor sees a program on TV or at a professional meeting, or reads or hears about it, and asks the AVC to locate and obtain it. Or a faculty member receives help from AVC technicians in specifying AV/CCTV equipment models, components, prices, and vendors. This may involve designing a system of several items of equipment related to accomplish specific purposes. Both of these complex and time-consuming services are provided without charge.

AVC Equipment Loans - A loan pool of audiovisual equipment is available for short-term loan to instructors, and to students for verified class-related activities. The Center also has responsibility for providing AV equipment for the University's general purpose lecture halls; projectors and other equipment are "permanently" assigned to 40 classrooms.

Projection Services - Trained student operators for classroom film showings are provided for regularly scheduled classes without charge to Departments. Instructors routinely are invited to evaluate the quality of this service.

Listening Library Distribution Services - Individual or small group study of audio-visual materials may be done in the Listening Library (361 Holland). Recorded lectures or special presentations may be studied by students in the Listening Library or at home via FM Radio channels on the Pullman TV Cable system, or directly by phone.

Audio Production Services - Rapid, quality duplication of recorded audio materials is routinely provided at no cost to Departments. Facilities are available to faculty members for original recording and editing of recorded materials.

ITV Production Services - A classroom/studio equipped with color television cameras, a film chain, and full support services, is available to faculty at no cost for course-connected activities.

Portable TV Services - Videorecording and playback services to classrooms, laboratories or field activities, using trained student operators, are provided without charge for course-related uses.

ITV Distribution Services - Televised materials are distributed to classrooms on the University's cable system, or over Channels 8 and 9 of the Pullman TV Cable system. All course-related services are provided without charge to Departments.

Other Production Services - Media production services, including consultation on production techniques, and the application of research and experience in preparation and presentation of audiovisual materials, is routinely provided by Center personnel. (Such services are frequently unreported.)

Equipment Repair Services - University-owned audiovisual and closed-circuit television equipment may be referred to the Center for servicing and repair at minimal cost. For services to Departmentally-owned equipment, only major replacement items are charged to Departments.

Design/Installation Services - Center technical/engineering personnel design and install audiovisual and closed-circuit television systems in lecture halls, classrooms, and other areas where needed for the instructional program. Consultation with architects and builders of campus buildings is established practice.

The Audio-Visual Center has historically and consistently supported placing equipment and services as conveniently as possible to the teaching/learning situation. Development of audio-visual learning centers in many Departments was undertaken with the advise and encouragement of the Center. At the same time, the Center has sought to provide those services for which centralization represents the most prudent and effective approach. This record indicates those services.

(SPEC Kit includes two sample pages of statistics)

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SAMPLE PAGE

Department Prog.	WSU-AVC Materials	Off-Campus Mat'l Obtained	Materials Searc Services	AVC Equipmen Loans	Projection Services	Listening Librar Distri. Serv.	Audio Prod. Services	ITV Production Services	Portable TV Services	TV Distribution Services	Other Productio Services	Equip. Repair Services	Design/Installat Services	
Aero Space	2		2							4				8
Agricultural Econ.	1		4	5	2					4				16
Agricultural Ed/Mech.			6	6										12
Agricultural Engineer.			3	4								1		8
Agr. Ext./Coop. Ext.	400	11	22	156	5		9	3	1	1		[illegible]		616
Agriculture, General	2		8		14	6			5					35
Agronomy	12		6	9	1									28
Animal Science	21		17	35	9	195	48	6	5	6		1	1	344
Anthropology	141	6	11	24	98		2	1		3		2		288
Architecture	38	4	10	29	12			1	3	3		6		106
Asian Studies			5											5
Astronomy			3		2			1						6
Bact. Env. Health	3		9	3	2	501	113	1						632
Biological Science	49	2	12	16	10	2222	135	1		5				2452
Biometrics														
Bio Chemistry/Bio. Ph	3		1	1		5	18			2				30
Black Studies	10		12	3	7	13								45
Botany	3		5	4	1	349	23							385
Bus. Administration	30	17	19	29	36	130	22	4	15	89		14	1	406
Chem. Engineering	4		2	4				12		10				32
Chemistry	26	2	5	2	23	568	183	1		3		4	2	819
Chicano Studies	38	5	18	29	32		4					1		127
C.E.S.	101	35	22	8	119	2		5	2					294
Civil Engineering	8		3	6	6			57		49				129
Cloth. & Text/Int. De.	23	7	12	10	22									74

Department/Prog.	USU-AVC Materials	Off-Campus Mat'l Obtained	Materials Search Services	AVC Equipment Loans	Projection Services	Listening Library Distrib. Serv.	Audio Prod. Services	ITV Production Services	Portable TV Services	TV Distribution Services	Other Production Services	Equip. Repair Services	Design/Installat. Services	
udio Visual Center					SAMPLE PAGE			19		45		260	3	327
ibrary	50	9	9	114	11	1	12	1	19	28		59	13	326
aculty/ Administration	270	107	25	152	52		31	11	11	38		40	20	757
tudents/ tudent Organizations	982	86	17	269	49	88	131	3	7	24		9	1	1666
thers	196		8		1	368	119	7	2	8			7	716
TOTALS	3769	517	620	1509	1323	7124	1161	452	253	1272	6	682	82	18770

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ACQUISITION & PROCESSING
UNIVERSITY OF WASHINGTON
2 PP.

COLLECTION DEVELOPMENT POLICY STATEMENT

MEDIA CENTER: ODEGAARD UNDERGRADUATE LIBRARY

The Media Center provides and maintains a definitive collection of A-V references, resources, reserves, and equipment including: reference books commercial media catalogs, records, tapes, scores, slides, videotapes, films, filmstrips, multi-media packages, and objects for faculty and student use. Materials must be compatible with the Center's equipment, space, and schedule; and meet the Center's quality, use, and cost effectiveness criteria. Educational design and development is provided for production of class reserves.

The Center's acquisition goals include:

1. a definitive collection of A-V materials to meet course instructional and informational needs and supply course reserves;
2. a basic collection of A-V materials for cultural, historical, documentary, and curricular archival purposes.
3. an intensive collection of A-V materials in those subject fields for which there is no branch or subject location and for materials of a general or interdisciplinary nature;
4. the basic materials collection from the various fields to supplement the following intensive media collections:
    - 16mm film rental collection
    - special slide collections in Architecture and Art
    - special media collections in Health Sciences
    - the Music Listening collection;
5. a "master copy" archive of circulating audio materials from the general library collection;
6. the basic collection of A-V Reference works.

The Center assumes Library responsibility for coordinating the A-V collection as a whole. Materials may be commercial or those selected, compiled, converted, or developed by the faculty in support of teaching programs for classroom or Media Center learning laboratory use. The Center may borrow or duplicate materials needed for Reserves from other collections on campus. Acquisitions will embrace a broad selection of definitive materials rather than multiple comparative materials. (Materials therefore will need to be reserved for curricular, reference, and reserve use. Special arrangements may be made to circulate materials).

Professional quality audio and video tape is provided for production or duplication of faculty-directed, curriculum-oriented materials needed for the system's reserve class assignments. The Center promotes, for reserve and general use, the collection and production of materials by faculty, students, OUGL A-V/Media Librarian; and library selectors, coordinators, and subject specialists in collaboration with Production Technicians to support curricular needs. Faculty responsibility for acquisitions in their specialities is encouraged. All or part of any course can be placed on media reserves at the discretion of the professor. Rental materials may be utilized.[1] Optional accessories (such as notes, scores, books, printed reserve or handout sheets, and objects) may be utilized in conjunction with the audio and video tape switching system; the slide, film and filmstrip projector equipment; the radio; and separate audio or closed circuit television equipment.

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[1] 16mm film through the A-V Film Rental Department is one source.

Criteria for selection of media and standards for master recordings are set by the Center and are:

1. Quality:
   - content: structure of production, i.e., musical structure or literary composition;
   - form;
   - life expectancy;
   - aural or visual technical proviciency; surfaces and fidelity of recordings or quality of photography and color;
   - performance: field, concert, or studio performance;
   - performer: original cast, author-composer, conductor, expertise;
   - authenticity: instrumentation of composition or media of performance, i.e., is it the composer/author's choice or some arranger's;
   - mood;
   - period
   - importance.
2. Use:
   - curriculum orientation;
   - level;
   - appropriateness;
   - interest;
   - accuracy;
   - currency;
   - best media for presentation;
   - coverage;
   - size of audience when relevant.
3. Cost effectiveness:
   - ease of maintenance;
   - compatibility with the switching system;
   - expedience.

ACQUISITION & PROCESSING
RUTGERS
2 PP.

Information Regarding Recommendation of Audio-Visual Materials for Purchase by the University Libraries

1. Procedures:

   A. Materials should have been previewed by the person(s) recommending them for purchase.

   B. Requests for preview copies of material may be requested through the Film & A-V Department, Alexander Library, Ext. 7337.
   (Now Multi-media Services Department)

   C. An Evaluation Form (available from campus libraries) or a letter recommending an item for purchase should describe the material (including title and distributor, when known), the need for it, and the expected type and frequency of use.

   D. Recommendations should be sent to branch libraries, which will forward those they cannot fill, but for which they see a need, to the Audio-Visual Materials Selection Committee, through a representative or the Film & A-V Librarian for consideration as a University-wide resource.

2. Guidelines for Acquisitions Consideration:

   A. Material which is interdisciplinary, which will be used by more than one department, college or school, or on more than one campus, will be given highest consideration.

   B. Material will be added in support of specific programs and not as a purely entertainment resource.

   C. Material will be useable by individuals as a learning aid for study or research.

   D. In the case of film, consideration will be given to the potential use level in view of the fact that a purchase price is generally 10 times the rental price.

   E. Instructional material intended exclusively for classroom use will not be purchared by the Library in order to save departmental instructional materials budgets.

3. The Audio-Visual Materials Selection Committee

   A. The AVMSC is made up of one representative from each school, college, and division of the University (appointed annually by each Dean), one librarian from each campus library (appointed by the branch Librarian), the Associate Librarian for Public Services and the Film & A-V Librarian.

   B. Each AVMSC member serves on one of three subcommittees: Humanities, Social Sciences, Sciences. Material requests are channeled to these subcommittees through their chairpersons. Each subcommittee operates as it finds most effective.

C. The AVMSC will review material requests in light of the quality of the item(s), University needs and funds available. The Committee will assign purchase priorities; purchases will be made accordingly, within available funding.

D. When a priority has been assigned, the request is given to the Film & A-V Librarian who will notify the requestor of the status of the request for material.

TH/bt
6/30/75

ACQUISITION & PROCESSING
BOSTON
4 PP.

BOSTON UNIVERSITY

To: K. S. Bynoe, K. Hood, D. Eberly, J. Anderegg, E. Graves, C. Moulton, J. Montgomery

Date: January 19, 1976

From: Dorothy P. Ladd

Subject: Housing and treatment of media other than music scores, recordings, and tapes and micro fiche, - film, - card, - print

Catherine Moulton, James Montgomery, and I have considered the media now being received by the library and make the following comments and recommendations for your consideration.

Audio Visual Materials

Since Mugar Library does not have a collection of Audio Visual materials per se as do some academic libraries with Instructional Materials Centers, etc. it is necessary to determine the disposition of the materials in the various media that we do appropriately collect.

Motion picture films are collected and distributed by the Krasker Film Library in the School of Education building. The School of Nursing also has motion pictures and probably other schools or departments as well.

The Educational Resources Library has a collection of media, including games and kits. Sargent and the School of Nursing also are purchasing these materials in limited amounts.

Mugar will not house motion pictures except those submitted as or to accompany a thesis or dissertation in which case they are marked and shelved with the thesis or dissertation in the closed stack area. In the foreseeable future TV films or equipment will not be housed at Mugar.

Mugar will house other forms as they are purchased for specific use in the teaching or informational requirements of the University community.

There are several concerns in relation to media:

1. Security - because of the size and concealability of some of the forms they cannot be placed in open stacks.
2. Usefulness - because some kind of equipment must be available for viewing or listening to them they should be housed in the area where the equipment is.
3. Mixed media - because some packages include both viewing and listening materials it may not be possible to house them where all the equipment is. (See attachment on Multi media)

The two large areas in the library already equipped, if not exhaustively, for listening and viewing are Audio and the Microforms Reading Room. It seems desirable, therefore, to house materials requiring listening equipment in Audio and those requiring viewing equipment in the Microforms Reading Room. At the present time one new, relatively inexpensive piece of equipment, a slide viewer, needs to be purchased for the Microforms RR to carry out the recommendation on slides :

Cassettes (non-music)

Will bear the location followed by the classification number, e.g. Audio RC 514 S4 M and will be shelved with tapes and other cassettes in Audio office. Cards will be filed in the Main Catalog, first floor.

Microfiche and text (as a unit)

Will bear the location Micro followed by the classification number, and be shelved in the Microforms Reading Room. Cards will be filed in the Main catalog.

Phonotape (non-music)

Will bear the location Audio followed by the classification number, e.g. Audio BL 2747.3 I7M. and will be shelved with tapes in the Audio office. Cards will be filed in the Main catalog.

Slides (separate or accompanied by text)

Will bear the location Mslides followed by the classification number and be shelved in the Microform Reading Room. Cards will be filed in the Main catalog.

Spoken Records

Are classified by manufacturer's number and shelved in Audio. Cards are filed in the Audio catalog with one main entry, and an additional entry, if necessary, in the Main catalog.

Guidelines for Handling
Multimedia

"Multimedia" shall be the designation for Non-Music combinations of books, recordings, cassettes, punched cards, slides, filmstrips, etc. in any or all combinations to be cataloged and shelved as a unit.

Music materials whose media are mutually dependent will also qualify for inclusion, as when score and tape, phonodisc and tape, etc. can be used successfully only in combination.

The location symbol "Multi" will appear above the call number on the items and on the catalog cards. Non-Music Materials will be found in the Author-title and Subject catalogs and Music Materials in the Audio catalog.

Each item in the unit will carry the call number and a statement of the items in the unit, e.g. "1 book, 4 cassettes", Stickers with this information will be found on the inside back cover of the book and on the other Media in as appropriate a place as possible. A "Not to be taken" sticker will also be affixed.

Multimedia will be shelved within the Audio work area and charged out for room use only in exchange for the I.D. card. In those circumstances when a request to charge the Materials out of the library seems justified a member of the Audio Department will accompany the Material and the patron to the Reference Desk where the charge-out transaction can be accomplished. This charge out is limited to the hours of 9:00 a.m. to 5:00 p.m. Monday through Saturday.

While materials qualifying for the stated treatment are not in great number at the present time it does seem necessary to make provisions for the security and handling of the ones that we do have. It is expected that further additions or revisions of these guidelines may be necessary depending on the number and variety of materials received or any other factor that complicates the current proposal.

Karl Bynoe	David Goding
Susan Cote	Elizabeth Graves
Mary Crowe	Dorothy Ladd
Ann Fallon	Catherine Moulton

April 3, 1975

SUBCOMMITTEE ON BIBLIOGRAPHIC CONTROL OF NON-PRINT MEDIA
of the
COMMITTEE ON BIBLIOGRAPHIC CONTROL
UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

ACQUISITION & PROCESSING
BERKELEY
6 PP.

Final Report

July, 1976

(Parts I and 2 omitted for SPEC Kit)

Carlene Brown, Chair
Jo Ann Brock
James Gault
Rita Kane
Jean Peck
Alan Wolstencroft

PART 3: BIBLIOGRAPHIC CONTROL OF NON-PRINT MEDIA

3.a. CATALOGING AND CLASSIFICATION

We recommend that catalog records for non-print media be computerized as soon as feasible. Machine-readable records will promote development of the campus union catalog described in 3.b. below, and will enhance information-sharing with other UC campuses and with non-UC libraries. Most of the recommendations made here will hold for machine-readable data as well as for the present card catalog. We do suggest that a key-word approach would be valuable in a machine system.

We recommend that, for the present, the Catalog Department of the Library continue to be responsible for cataloging Main Library and branch library non-print media. With the development of a media center, cataloging will probably be done to some extent at the center, in order to take advantage of viewing and listening equipment, information contained in producers' lists and the special knowledge of the media librarian. A cataloger from the Catalog Department staff could be assigned part time to the center, or the librarian in charge of the center could be trained in cataloging, according to work load and time available.

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Descriptive cataloging.

We recommend that the Library continue to follow the Anglo-American Cataloging Rules, of which Chapters 12, 14 and 15 deal with non-print media. These comprise the standards adopted by the Library of Congress, and UCR Library's adherence to LC's standards for non-print media is consistent with its adoption of LC policy, in nearly all respects, for cataloging books. Sensitive to the needs of large research libraries, the Library of Congress will remain in the forefront of development of national and international standards.

Subject analysis.

We recommend continued use of Library of Congress Subject Headings, currently in its eighth edition. We recognize the value of form subdivisions for media; however, in the absence of national standards and while the Library's collection remains small, we feel that standard subject headings are sufficient. As the Library moves toward a machine-readable data base, the utility of the key word approach should be explored.

Housing and classification.

Our recommendations for interim housing included arrangement by medium, not by subject. For the future we recommend the same kind of arrangement, because we foresee a closed-shelf collection to which an attendant, not the patron, has physical access. Arrangement by subject, then, will have no real value, and a space-saving arrangement will be desirable.

The call number for each item should be composed of a medium designator, serial number (separate sequence for each medium), and LC letter classification, e.g.,

KIT
3
HC

As suggested in our May 21 paper, the medium designator should be established by the media cataloger; it should be a word or abbreviation indicative of the medium; and it should conform as much as possible to the terminology used by AACR and LC for medium designators and physical description, e.g., S-CAS (sound cassette), V-CAS (videocassette), DISC, FLMSTR (filmstrip), KIT, SLIDE (See appended list). Formation of the call number should be the same for Main Library and branch materials. A branch library has the option of ignoring the medium designator and serial number and completing the LC classification locally in order to integrate media with the book collection. Where the material is arranged by medium designator, the shelf list will serve as a media catalog. The LC classification letters will provide a useful retrieval tag when the Library goes to a machine system.

Representation in catalogs.

We recommend that complete card sets be filed into the Main Library catalogs for both Main and branch media. Branches should have complete card sets for their own items, whether housed locally or in a media center. The media center should have a catalog displaying information about each piece in its collection, regardless of ownership. It should eventually have a copy of the campus union catalog described in part 3.b.

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Other considerations.

One aspect of bibliographic control of non-print media is directly tied to the circulation function. On return from a patron, the material must be collated to insure that no piece is missing. For monographs containing pocket parts such as slides, a note should be written inside the back cover telling the circulation attendant which items must be accounted for. For multi-part media, a copy of the catalog card should be attached to the container with collation underlined in red or otherwise highlighted.

3.b. COORDINATED AND COOPERATIVE INFORMATION ACCESSING

The Library, with long experience in providing access to printed information sources, is the logical unit to produce a data base and union catalog for media housed in a variety of campus locations. Mr. Peter Kerner of the Educational Television Office and Berkeley's representative to the President's Advisory Committee on Learning Resources, has noted that learning resources persons also view the library as the appropriate body for creating catalogs, that is, as a controller of the media that learning resource specialists produce.

This is not to say that bibliographic control is the only proper function of the Library with respect to media. Development of its own media collection is an equally valid responsibility, as stated elsewhere in the report. On a large campus, however, the benefits of decentralization in providing for special needs of teaching departments probably indicate that the Library cannot and should not be the only media collection agency.

Recommendation: That the Library develop standards for cataloging media and provide a comprehensive, single, central control for campus-wide listing of media. There are a number of elements of information that the Library should endeavor to collect, or create, and coordinate. These include 1.) a comprehensive directory of media producers, media hardware, and media software collections that exist on the Berkeley campus; 2.) a machine-readable data base and print-out catalog for specific description of individual pieces of media housed in various locations on the Berkeley campus; and 3.) an organized collection of media producers' catalogs. Such projects will require special funding, and financial assistance should be sought at the earliest possible opportunity.

I. Directory

We recommend that the Library produce a directory describing media collections on the Berkeley campus. The directory should include information regarding the size and scope of the collections, the types of media contained, the equipment available for use, the restrictions on use, if any, and conditions for borrowing material or using material on the premises. We feel that a directory of this type would be a tremendous benefit to users and would provide a first level of accessibility to the media collections of the campus.

II. Machine-Readable Data Base

In order to make the scattered media resources of the campus known to all potential users, it is recommended that the Library, supported by and in cooperation with other campus media units, embark on the development of a machine-readable data base for media.

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Individuals seeking media materials may ask for them by subject, format, producer, series, fragmented title words or various combinations of these elements. In addition, individuals wanting to use media may also want to know about the intended level of the audience, the length of presentation, whether the item has been used in a course or not, whether there are associated tests or teacher's guides included, and various other evaluative and descriptive information. The 3 x 5 catalog card format is often inadequate to provide economically the number of access points that are needed in media retrieval or to accommodate the degree of descriptive material that is needed. It is for these reasons that we have recommended that it would be in the interests of library service to consider a machine-readable data base for the media catalog on the Berkeley campus. Such a data base would have the following advantage:

> A record could be input once, and multiple index lists could be generated by the computer for the convenience of users wishing access to the material, or it might be possible to maintain the catalog on-line on one of the local computers and allow people with remote terminals to access the data base directly. It would be especially valuable to have terminals for searching the media data base available in the library, in the Educational Television Office, and in the Educational Media Center--all heavy users of media.

In order to encourage all units that are producing media on campus to list their products with the central library control point, it would be advisable to develop reporting forms that people could use to report descriptive information about their media. Or, alternatively, an expert from the library could go to the media collections, view the material there, and fill out descriptive coding sheets that could be used for input to the machine-readable data base. We suggest using a coding form such as the form developed for MARC formats by the Library of Congress.

III. Collection of Media Producers' Catalogs

A large part of the media that exist on the Berkeley campus at the present time has been locally produced in response to particular instructional or educational program needs; however, as the use of media becomes more widespread among the faculty, there will be an increasing tendency to purchase media that has been developed at other universities or by commercial media producers. To aid in acquisitions and selection of media the Library should acquire, organize and house a collection of media producers' catalogs. A central location should be considered.

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CATALOGING OF NON-PRINT MEDIA IN THE GENERAL LIBRARY

Draft Technical Order prepared by the Subcommittee on Bibliographic Control of Non-Print Media, July 1976

I. Purpose and scope: to develop standard practices for the General Library which can be used for the full cataloging of non-print media, with the exception of microforms (microfiche, microfilm, microopaque). This Technical Order applies to material located in all General Library units except The Bancroft Library.

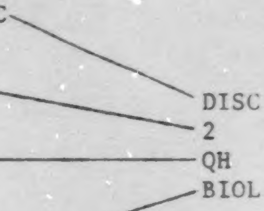
II. Basic practice:

A. Follow Anglo-American Cataloging Rules for description of the material, especially Chapters 12 and 14 (1975 and later revisions) were applicable.

B. Use Library of Congress Subject Headings for subject analysis.

C. For books accompanied by media, use standard LC classification number; for media cataloged separately, use a serial number arrangement combining

Medium designator: (See list attached)	DISC
Serial number:	2
Library of Congress letter classification:	QH
Location (if other than Main Library):	BIOL



Use a separate serial number sequence for each medium, but combine both Main Library and branch media in the sequence. Blocks of numbers will be assigned for use by cataloging units other than Main Library Catalog Department.

III. Special treatment of certain types of media:

A. Books with accompanying media.

1. Single-volume monographs. Single-volume monographic works (and closed, small multi-volume monographic sets) and accompanying media are to be cataloged together and given standard LC classification. Cataloger will write a note in ink inside the back cover to alert the desk attendant to check for media when returned from circulation, e.g., "Check for phonodisc in pocket." Cataloger will also affix to the spine a label of a designated color as additional indication that the volume needs special attention.

2. Open-entry multi-volume monographic sets and serials. Serials and open-entry multi-volume monographic sets (and large closed sets) will have the media removed and cataloged separately, using a simple description such as:

   [Entry for serial]
   Slides accompanying issues of [serial]

   Appropriate notes on the cards for both text and media will connect the two.

B. Phonodiscs.

1. Music Library. Music Library phonodiscs will continue to be cataloged according to AACR and given serial call numbers as in the past.

2. Other locations. Phonodiscs for other locations will receive standard description according to AACR, Library of Congress subject headings, and a call number as described in II. C. above.

IV. Reclassification.

A. Cassettes. The non-print media cataloger will reclassify the few sound recording cassettes already given "2CAS" designations.

B. Other materials. No other media already cataloged will be routinely reclassified at the present time. Unit heads may submit to the Principal Cataloger, as necessary, requests for reclassification of specific items.

V. Representation in catalogs.

All General Library media will be represented by full card sets in the Main Library catalogs. Branch media will be represented in the catalog of the appropriate branch library. In addition, the material will be represented in the catalog of the special service unit housing it, e.g., phonodiscs in the Newspaper/Microcopy Room, other media (on an interim basis) in Humanities Graduate Service.

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POLICY MANUAL - RUTGERS UNIVERSITY LIBRARIES

ACQUISITION & PROCESSING
RUTGERS
2 PP.

REPLACES: Film Acquisitions and Service SECTION: Collections	MAJOR TOPIC: (Keyed to manual outline) Collection Organization and Development	SECTION: (Keyed to manual outline) 1	
ISSUANCE NO. PAGE: Present Policy No. 45 49	SUB-TOPIC: (Keyed to manual outline) Type of Material	ISSUANCE NO. 40 /	1 page
DATE: 11/71		DATE: October 16, 1972	

PURPOSE:

To describe the scope of A-V materials which the Central Library will acquire to serve as a University-wide resource. These guidelines are not intended to inhibit branch and campus libraries from selecting and acquiring materials to be maintained in their respective collections which support local needs.

STATEMENT OF POLICY

Branch and campus libraries will act upon local suggestions for A-V materials. If they conclude that needs justify acquisitions, they may process orders from their available funds.

Requests not acted upon may be referred to the Branch Coordinator. He will present the input to a selection committee.

The members of this committee will include faculty members with particular interest and expertise in the media; the Associate Librarian for Public Services; and the University Bibliographer.

This committee will review requests in the light of University needs and funds available; priorities will be assigned and purchases will be made accordingly.

The following guidelines will be observed in the selection process:

1. Not to include instructional films produced exclusively for use in the classroom.
2. Material will be added in support of specific programs and not as a purely entertainment resource.
3. Keep in mind that the materials are those for which campus and branch libraries may not be able to devote funds.
4. Materials will be considered for purchase as a university resource where use is too limited to warrant purchase by a branch or campus library.
5. Materials selected are not to be used for programs charging admission due to conditions placed on them at the time of purchase.

REPLACES:	MAJOR TOPIC: Collection Organization and Development	FILE UNDER: I	
SECTION:		SECTION: (Keyed to manual outline)	
ISSUANCE NO. PAGE: PFM 11	SUB-TOPIC: Collection Objectives for Campus Libraries	ISSUANCE NO. 8	PAGES 1
DATE: August 26, 1969		DATE: May 8, 1973	

PURPOSE:

To define collection objectives of campus libraries.

STATEMENT OF POLICY: The goal of the Campus Library is to supplement and enrich the intellectual, informational and cultural needs of the students, faculty, and staff of the campus. The collection should contain the resources in whatever form needed to support the curricula of the campus, and to stimulate the intellectual curiosity of the campus community. Such a collection should be developed with care, and be weeded and evaluated continously to insure both excellence and relevance in as broad a coverage as possible and in sufficient quantities for campus needs. To achieve these objectives, the library staff should have as complete a knowledge of the curriculum as possible, a sensitive awareness of faculty concerns, and an understanding of the educational goals of the college.

The campus librarian is immediately responsible for the expenditure of library funds and the development of its collections. However, recommendations and suggestions from faculty, students and staff are to be encouraged and solicited. All such recommendations will be evaluated by the librarian according to the extent to which they coincide with the objectives of the library. This principle of participation should apply not only in acquiring materials for the library, but also in withdrawing dated, superseded or otherwise irrelevant material from the collections.

The basic collection in a campus library should be developed to support the campus' instructional programs. The application of this policy should be tempered by geographic considerations. For those campus libraries in the New Brunswick area, the convenience and accessibility of the Union Library (College Avenue & Library of Science and Medicine) will significantly reduce the need for these units to develop collections beyond the instructional level. Similarly, geographic and other access factors require that campus libraries in Newark and Camden should establish strong instructional collections, and in certain well defined areas, (such as collections for professional schools), may require that collections extend beyond this level, always bearing in mind the availability of resources elsewhere in the Rutgers University Library system, in consonance with document No. 9 of the Policy Manual. Campus librarians should expect the University Bibliographer to coordinate the collection development for the University Libraries and to resolve specific questions or problems which may arise in the application of this policy.

BUDGET REQUESTS & PLANNING
BERKELEY
21 PP.

CHARGE TO THE LAC AD HOC COMMITTEE ON NON-PRINT MEDIA

Management of non-print media is a rapidly changing and non-traditional area of library operations, in which production, distribution and bibliographic reporting are different from that in the book trade, and where there are special housing and service needs. For this reason, LAC agreed to establish an Ad Hoc Non-Print Media Committee to develop plans for bibliographic control, collection development and reference services for non-print media.

The LAC Ad Hoc Non-Print Media Committee shall be composed of up to ten members. The LAC Steering Committee will appoint to this Committee General Library personnel who are interested in and/or involved in the various aspects of developing, maintaining and servicing non-print media collections. Non-General Library personnel as well as other campus staff may be working members of the committee as appropriate. The Non-Print Media Coordinator will be an ex-officio member of the Committee.

The Ad Hoc Non-Print Media Committee will report to the Library Advisory Council, will circulate minutes of its meetings, and submit an annual report to LAC as do LAC Standing Committees. The Chairman of the Ad Hoc Non-Print Media Committee will be an ex-officio member of LAC.

Some of the concerns of the Ad Hoc Non-Print Media Committee shall be:

1. media collection policy.
2. standards for bibliographic control of non-print media. (Consider preparation of a campus and/or University-wide directory of media collections incorporating non-library as well as library resources.)
3. circulation policies; including interlibrary loan.
4. storage and conservation policies for non-print media.
5. standards for software and hardware.
6. maintaining contact with like groups on the Berkeley campus and elsewhere in the nation.
7. participate in planning for media center.

LAC Standing Committees have already been established to deal with such matters as overall selection policy, public service, and bibliographic control of the Library's collections. LAC agreed that the functions of circulation, selection, bibliographic control, etc., of non-print media should eventually be integrated into the charges of the existing LAC Standing Co-mittees. LAC should review the work of the Ad Hoc Non-Print Media Committ-e after two years and recommend either that the duties of the Ad Hoc Committee be dispersed among the Standing Committees or that the work of the Ad Hoc Committee continue.

4/77

Non-Print Media Committee Final Report and Brief Survey of
Campus Audio-Visual Resources
Moffitt Media Center Proposals:
Short-Term & Long-Term

OUTLINE

Sept. 1974

NPM Committee final report/ Moffitt Media Center Proposals

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I. Non-print Media Committee Report.

A. Definition of terms

1. The terms non-print media and audio visual media are usually considered synonymous. They generally include all sources of information outside the province of the printed page: transparencies; slides; film strips; graphics; audio materials such as phonorecords, cassettes, tapes; motion pictures; video tapes and TV; computer-assisted instruction. Microforms, i.e. microfilm, microfiche, microcards, and microprint are included in this group by some.

2. For purposes of this report some exceptions have been made. Since microforms are actually representations of the printed page albeit on a small scale, and since the General Library's holdings in these areas are already a substantial part of its collection, the Committee has not considered these forms to be part of a projected audio-visual program. Also, because of the existence of the U.C. Extension Media Center with its tremendous collections of educational films and services, and because of the problems of use inherent in their nature, the Committee feels that motion picture films should not presently be a concern of the General Library.

B. The role of the General Library

> "Academic libraries have the responsibility of supplying students and faculty with resource material regardless of format."[1]

1. The General Library recognizes that non-print media should be an integral part of an academic library collection. To whatever degree resources permit, the new instructional technologies should be made available for use on the campus

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[1] Audio-Visual Committee of ACRL, a division of ALA and a sub-committee of the ALA A-V Committee. Guidelines for Audio-Visual Services in Academic Libraries. Chicago, ACRL/ALA, 1968.

as a means of supplementing, enriching, and reinforcing the academic programs of the University. The primary function of such materials should be in support of instruction, but there are also secondary functions of recreation, self-development, and leisure activity which should be considered.

2. The General Library should play a leading role in acquiring these materials, processing them, and making them as accessible as any printed materials.

3. The primary emphasis in this area initially should be on the undergraduate level, with growth into research and avocational areas as funds and materials are available.

4. The General Library recognizes the importance of co-operation with available campus agencies and services in the non-print area, such as the Language Laboratory, Campus ETV Office, U.C. Extension Media Center, etc., in order to avoid duplication of equipment, materials, and services.

5. The General Library is aware that some of its units and also some academic departments have already developed extensive collections of non-print materials--Bancroft Library's ROHO collection or the Art Department's slide collection, for example. These specialized subject collections should remain within the purview of their respective units or departments. On the other hand, it would provide greater efficiency and accessibility if such scattered AV resources as the spoken phonorecord collection presently housed in the Newspaper/Microcopy Room and the recreational collection in the Morrison Room were consolidated in a central AV facility.

6. In order to insure the greatest realization of the potential of non-print media, the General Library recognizes its responsibility in acquainting faculty with resources available to them. The Library must take the initiative in publicizing, proselytizing, consulting and advising if the most effective use is to be made of such materials.

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7. In view of present realities of funding and space the General Library realizes that its initial approach to non-print materials must necessarily be a modest one. Priorities must be established and a logical plan of growth must be followed as funds, space and use increase.

C. Recommemdations and priorities

The Committee is aware that the General Library because of restrictions of both money and space cannot launch a program for the immediate creation of a non-print media center within the library system, as desirable as this may be. Because of the increasing importance of this area, however, the Committee believes that the Library should begin developing a specific plan for a media program and planning for its activation by stages, on a priority basis. In view of this, the Committee suggests the following order of priorities as goals of an effective media program:

1. Support of formal instructional programs of the Berkeley campus by supplying A/V resources for classes and for instruction in use of the library.
2. Supplementing of UCB instructional programs by creating a basic collection of media materials in appropriate fields, and providing equipment and facilities for their use.
3. Support of continuing education and campus community needs by cooperation with other campus agencies in the use of media materials.
4. Clearing-house function (campus wide) for multi-media information and services.
5. Response to students' recreational listening needs by providing suitable materials on a space-and-fund-available basis.

In implementation of these goals we recommend the following:

1. Because of the factors of cost and space involved it is essential that the Library, initially at least, concentrate its efforts in one physical location. Currently, the majority of commercially available A/V materials are geared to undergraduate rather than research audiences; therefore, the UGL would seem the most logical location for such a beginning. Some small efforts have already begun in this area. For several quarters, Moffitt has handled audio cassette reserves for a chemistry course and also has created a self-guided tour of the Library. Portable cassette players are

used for both purposes.

2. A co-ordinator of media services should be appointed early in the planning stages of the program. Such a person should know the curriculum; sources of media, equipment, and service; be able to catalog or supervise cataloging of A/V materials; supervise the scheduling and use of materials and equipment. In addition, he/she should establish criteria for continually evaluating the quality of the collection and the services provided by the media center. The coordinator should also act as liaison between the library and the other campus media facilities.

3. The media center, once established could serve as a campus clearing house for multi-media information by maintaining a media reference collection and by developing an in-depth directory of campus multi-media services and collections.

4. The media center should actively co-operate with other U.C. campuses which maintain non-print services and, where possible, with other institutions and agencies, in order to exchange information and provide maximum service to its users.

II. Survey of campus audio-visual resources.

The following is only a brief survey of campus media facilities. It is hoped that a more comprehensive survey may be forthcoming, possibly from a newly-created media center in the Library. Thanks are tendered to Ms. Evelyn Kiersen of Public Health Library for use of her survey material.

Enviromental Design Library 2-4818 A. Waugh, Head.
210 Wurster Hall

Architectural color slide collection.

Moffitt Undergraduate Library 2-5070 A. Dyson, Head.

Audio Cassettes for library tours and taped lecture reserves.

Morrison Room 2-3671 L. Allen, Head.
101 Doe Library

Recreational listening facility--phonorecords, music and spoken (drama, poetry, etc.).

Music Library 2-2623 V. Duckles, Head.
240 Morrison

Large phonorecord and audiotape collection--all music material. Small collection of slides of musical instruments and mucical history.

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Newspaper/Microcopy Room 2-3536 J. Brock, Head.
444 Doe Library

Phonorecord collection, all spoken word. Basically drama and poetry.

Regional Oral History Office 2-7395 W. Baum, Head.
486 Doe Library

Oral history archival tape collection.

Educational Television Office 2-2535 P. Kerner, Head.
5 Dwinelle Hall

Under Chancellor's Office. Any academic department or program may use--research use charged, labor free, no charge for equipment use. Has classroom seating of 65, also some carrels and small rooms for listening to tapes

Language Laboratory 2-0767 J. Sawyer, Director.
B-40 Dwinelle Hall

Under Letters & Sciences--any registered student may use--open to anyone on recharge basis. $8.00/hr. for recording, editing, studio equipment included--at-cost tape or cassette duplication.

Lawrence Hall of Science 2-5132 W. Laetsch, Director.
LHS Building

Building is open to any campus facility. Production facilities for in-house use only. Has a Science Education Library (mainly for teacher education)--full sized auditorium seating 300, with overhead monitor, rotating stage--amphitheatre seating 40-50.

Audio-Visual Media Center 2-5445 D. Harfield, Director.
1650 Tolman Hall

Under School of Education. No cost to Education students--other by special permission only. Has equipment so that students in Education courses can make their own media.

School of Public Health/AV Dept. 2-2505 J. Eubanks, Head.
28 Warren Hall

Free use to faculty and students of the School of Public Health. Material costs are charged to either the school or to a private grant. Has a multi-purpose room for listening/viewing.

University Extension Media Center 2-0460 C. Macauley, Head.
2223 Fulton Street

Films and audiotapes for rent or sale. Anyone may rent--statewide extension. Has a preview room for films only.

Rhetoric Department Library 2-3030 L. Burley, Librarian
2227 Dwinelle

Under Rhetoric Department but available for use by the campus community. Tape recordings--poetry, speeches, campus events, Watergate, etc.

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AV RESOURCES--UC BERKELEY--A BRIEF SURVEY

	HARDWARE AVAILABLE								SOFTWARE AVAILABLE							PRODUCTION FACILITIES						
	SLIDE PROJECTORS	FILMSTRIP PROJS.	FILM PROJECTORS	SCREENS	AUDIOTAPE PLYRS.	VIDEOTAPE EQUIP.	SLIDE SYNCH EQUIP.	RECORD PLAYERS	SLIDES	FILMS	FILMSTRIP	AUDIO TAPE	VIDEO TAPE	KITS/PROG. INSTR.	PHONORECORDS	GRAPHICS	SLIDES	MOVIES	VIDEO TAPE	CLOSED CKT TV	AUDIO TAPE	LISTENING/ VIEWING FACILITY
eneral Library:																						
nviron. Des. Library	X								X													
offitt UGL					X							X										
orrison Room								X							X							X
usic Library	X				X			X	X			X			X							X
ewspaper/Microcopy Room								X							X							X
egion Oral History					X							X										
ther:																						
TV Office			X	X		X										TV ONLY	X	X	X	X		X
anguage Laboratory	X		X		X	X		X				X	X	X	X				X		X	X
awrence Hall of Science	X		X	X	X	X	X		X	X						X	X	X	X	X		X
School Educ/AV Media Ctr.	X	X	X	X	X		X				X	X		X		X	X	X	X	X		X
School Pub Health/AV Dept.	X	X	X	X	X	X			X	X	X	X				X	X		X	X		X
niv. Ext. Media Center	X	X	X	X				X		X		X				FILM ONLY		X		X		X
hetoric Dept. Library					X							X										

III. Moffitt Media Center--Introduction.

At least a full year before Moffitt opened its doors in October 1970 there was faculty interest in having some media resources in the new facility. The Rhetoric Department in particular hoped provision would be made for holdings in literary recordings. Currently both Professors Chipp and Wright of the History of Art Department are planning media presentations for class use. Prof. Chipp is developing several video modules in conjunction with the campus Educational Television Office and Prof. Wright is planning some programs in this format and also contemplates using slide projections as an adjunct to his lectures.

The Educational TV Office has at present 4 video cassette units for general campus use. For the past 3 quarters these have been used by an increasing number of faculty for a variety of educational purposes. Mr. Peter Kerner, Director of the ETV Office, is compiling statistics of actual use. These units are presently housed in the Language Laboratory in Dwinelle Hall and are thus outside the purview of the General Library.

Because of Moffitt's extended hours of service and heavy use by undergraduates there is considerable interest in making these formats available in this library. The ETV Office has offered without cost two video cassette playback units and two color monitors, including installation and maintenance, for use in UGL. While our original planning was more modest, encompassing only audio playback facilities as a start, we feel this is a unique opportunity to acquire at relatively slight expense a system which is being used increasingly on this campus and elsewhere at the academic level.

Accordingly, we offer the following two proposals. The first is a short term plan intended purely as a stop-gap attempt to provide available video media services in Moffitt as promptly as possible. The second proposal is a long range plan for establishment of a Moffitt Media Center coordinated with present planning, uses, and needs. This proposal also provides for expansion of the facility as demands and usage grow.

In order to prevent a proliferation of scattered units and duplication of services, and in order to make most efficient use of the restricted funding which may be available we feel it is imperative that all steps in the media area should follow a thoughtfully designed plan.

IV. Moffitt Media Center proposal--short term plan.

In order to initiate video playback services in Moffitt the following procedures would be necessary:

A. Relocation:

1. Remove 3 copy machines from Moffitt microfilm reader room.
2. Relocate copy machines--2 in elevator lobby on south wall, 1 on north wall of corridor to southwest lounge area.
3. Install 2 video cassette recorder/players and 2 monitors in microfilm reader room.

B. Physical changes needed:

1. Install lock on door to microfilm reader room.
2. Install 2 electrical outlets on south wall, elevator lobby, and 1 electrical outlet in corridor.

C. Staffing:

1. Video cassettes would be charged from and returned to the Closed Reserve Desk. Personnel here would also have to give instructions in using the equipment. This would involve leaving the Desk area for short periods.
2. We feel we would need one additional SLE at the Reserve Desk during peak hours to handle the added workload. We assume that most of the use would be during term-time, so our figure is based on the 33 weeks of heavy use. Based on eight hours per day for weekdays and ten additional hours total for weekends, plus a few hours for training, we estimate we need a total of 1700 hours to implement the short-term plan. It should be noted that these hours could be put towards the staffing of the permanent location when it begins operating.

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V. Moffitt Media Center proposal--long range plan.

In order to encompass presently available and planned programs the following media capabilities represent an absolute minimum for starting a functional center:

1. audio listening stations--individual and group capacity. We envision audio cassettes as the most desirable format for this function.
2. video playback stations--this would involve simply expansion of the Sony video cassette and monitor combination mentioned in part IV.,A.,3. of this proposal.
3. slide projector/viewing stations--individual and small group capability. This would include Kodak carousel projectors in a carrel type set-up. These should have provision for synchronization with audio cassettes when desired.

Since undergraduate use of Moffitt already exceeds our seating capacity during periods of heavy use, it is manifestly not practical to sacrifice any present library space for the establishment of a media center. It is also obvious that a physical addition to the building is not feasible. The alternative therefore is to assign a portion of the classroom wing to the library for this purpose. In view of this, we propose the following:

A. Physical changes required:

1. Assign room 108 in the classroom wing to Moffitt Library for the beginning of a media center.
2. In order to provide access to the center during hours the library is open, and in order to maintain library integrity some physical alterations will be necessary.
3. The present crash door between the first floor elevator lobby of Moffitt and the classroom wing must be changed to an open portal.

4. Two partitions must be constructed to constrain access to room 108--one across the corridor just south of the portal in item 3 above, and one across the corridor just east of the door to room 108. This would physically isolate room 108 from the rest of the classroom area on floor one and make it part of the library.
5. It will be necessary to install a crash door in one [or both?] of the partitions in item 4 above to provide emergency exit from the area.
6. Should it prove necessary to enlarge the media center in the future rooms 106 and/or 104 would provide logical expansion space. Since 106 has a stepped floor this would require some structural change. Shifting the east partition from room 108 to the corner of the corridor would provide access to this area.

B. Funding requirements:

1. Staffing:

The General Library would benefit substantially from having a professional on the staff who is expert in collecting, organizing, and using multimedia materials. Initially, at least, this could be a half-time assignment at the Assistant or Associate Librarian level.

One of the primary advantages of having the center in Moffitt is that the library is open for long periods during the week and on weekends. It is important, therefore, to provide enough staffing to keep the center open most of the hours that Moffitt is open. There needs to be at least one person available in the center at all times. Two FTE of General Assistance would provide this coverage, plus allow for some overlap with the 0.5 FTE media coordinator for training, etc.

Sumary of staffing requirements:

0.5 FTE	Assistant/Associate Librarian--	$ 6,500
2.0 FTE	General Assistance at $3.00/hr--	12,480
		$18,980

2. Hardware:

The following lists of equipment represent a minimum necessary to provide the three services mentioned at the beginning of this proposal. In each case the figures are for a single functional unit. It should be noted that the slide projector viewing station can also double as an audio listening station when the projection feature is not being used. Since initial emphasis in the audio area will be on the spoken word it will be more economical to make the first stations monophonic. Stereo capabilities could be added as the center grows and the musical aspects of the collection receive greater emphasis. The compatability of the cassette format means that stereo recordings could be played back on the monophonic units with only a loss of directionality.

Rather than provide both turntables and cassette decks it is proposed that all sound media (phonorecords or open-reel tapes) be dubbed onto cassettes. Phonorecords require special handling and are very susceptible to wear and accidental damage. The originals would become archival copies and the cassettes would be the functioning unit--this is not out of line with our present practice for photocopied print materials. Dubbing facilities are available at the Language Laboratory, but since it is a simple process this function could eventually be assumed by the media center itself.

The units listed below are suggested on the basis of reputation of manufacturer, durability, and availability. Comparable units could be interchanged if necessary.

Cassette listening station

Wollensak 2505AV monophonic playback only deck	$160
" A-0483 monophonic headphone	13
" A-0484 8-station mono listening center	12
(each station can accomodate up to 8 prs. of headphones)	$185

Video playback station

Sony video cassette playback deck	$1000
" 12" color TV set	Too low ~~250~~ 400
	$1250

Slide viewing station (cassette listening capability)

Kodak Ektagraphic AF-2 slide projector	$200
Wollensak 2550AV cassette playback deck with slide synch.	300
Howe carrel F-S-30	110
" PM-7 rear-view projection module	65
	$695

3. Software:

In the initial stages at least, we do not propose a budgeted amount for the acquisition of slides. Faculty using the medium would provide their own carrousels which would be handled by the Center in the same manner we handle print private-copy reserves. This is in line with the proposal Prof. David Wright is developing.

We also do not propose the acquisiton of commercial videocassettes at this stage. Faculty would also provide their own cassettes for use in the Center. We do feel strongly, however, that we should have funding for blank videocassettes in order that we may develop self-instructional library aids in cooperation with the campus ETV Office, since this medium is admirably suited for such purposes.

For audio listening the picture is quite different. We believe it is imperative to provide at the very beginning a basic collection of audiocassettes in the humanities and other areas of current student interest such as drugs, women's studies, ecology, etc., stressing the spoken word but also laying the foundation for a solid collection in music as well. Universities with media centers such as Washington, Tennessee, Iowa State, Northwestern, have started their services in this area with 100-1500 tapes and/or phonorecords. We propose a core collection of at least 100 audiocassettes, plus funding to dub selected phonorecords from the Newspaper/Microcopy Room and Morrison Room collections. A budget line of $2000 would allow us to add approximately 150 cassettes annually, a very modest rate of growth.

We might add parenthetically that an increasing number of bodies, including ALA, are issuing papers, proceedings, etc. in the cassette format. There is potential here for building a staff development collection encompassing management, library goals, professional growth, etc.

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VI. Budget summary.

A. Capital equipment--hardware

1.	2 video cassette stations	-no charge-
2.	2 slide projector stations	$1400
3.	5 audio cassette listening stations	1000
4.	equipment (storage cabinets, shelving, etc.)	2000
		$4400

B. Software and supplies

1.	100 core collection audio cassettes	$1500
2.	10 blank video cassettes	350
3.	400 blank audio cassettes	720
		$2570

C. Construction

1.	2 partitions with emergency exits	--
2.	installation of extra electrical outlets	--

Total start-up budget (A,B,& C) $6970 & construction

D. Operating budget--1st year

1.	1 ~~0.5~~ FTE librarian – full-time. mid-step assoc.	$14000 $ 6500
2.	2.0 FTE general assistance	12480
3.	media acquisition budget	2000
4.	dubbing fee for phonorecord transfer (a one time, 1st year item only)	1500
	Total 1st year operating budget	$22,480

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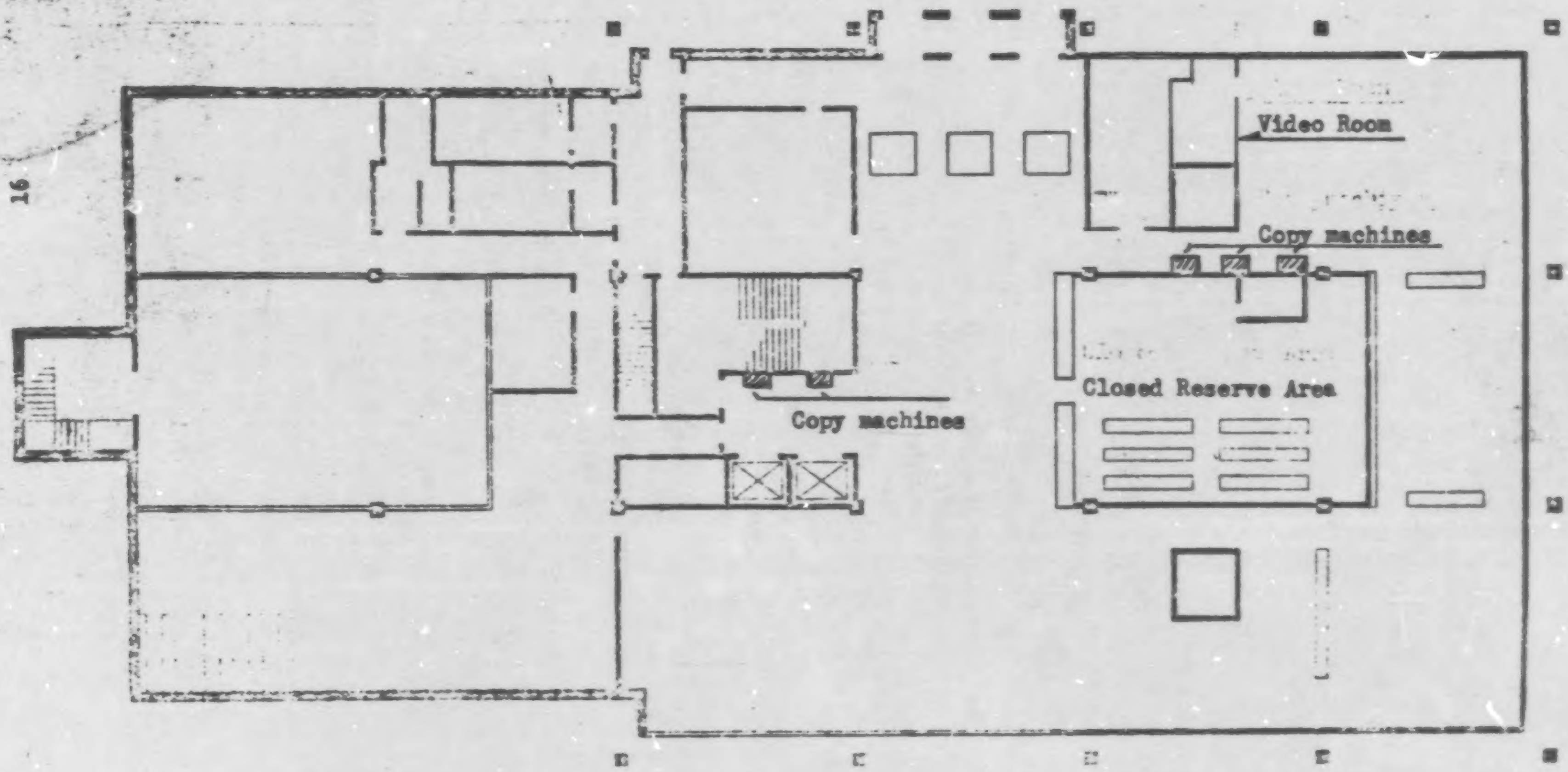
MOFFITT MEDIA CENTER

SHORT-TERM PROPOSAL


Video Room
Copy machines
Closed Reserve Area
Copy machines

FLOOR 3

BEST COPY AVAILABLE

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Total start-up budget (A,B,& C) $6970 & construction

D. Operating budget--1st year

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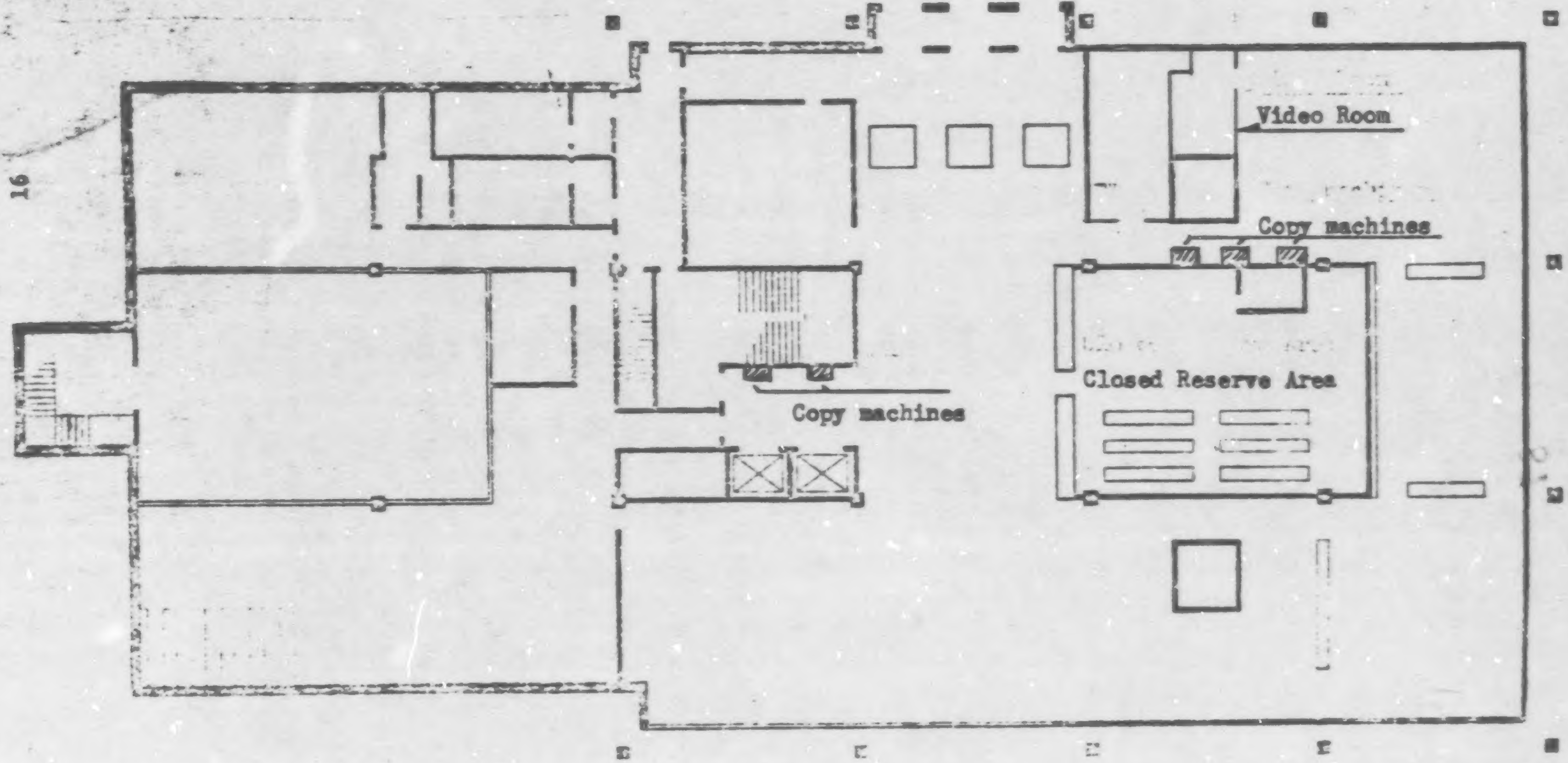
MOFFITT MEDIA CENTER

SHORT-TERM PROPOSAL


Video Room
Copy machines
Copy machines
Closed Reserve Area

FLOOR 3

MOFFITT MEDIA CENTER

LONG-RANGE PROPOSAL

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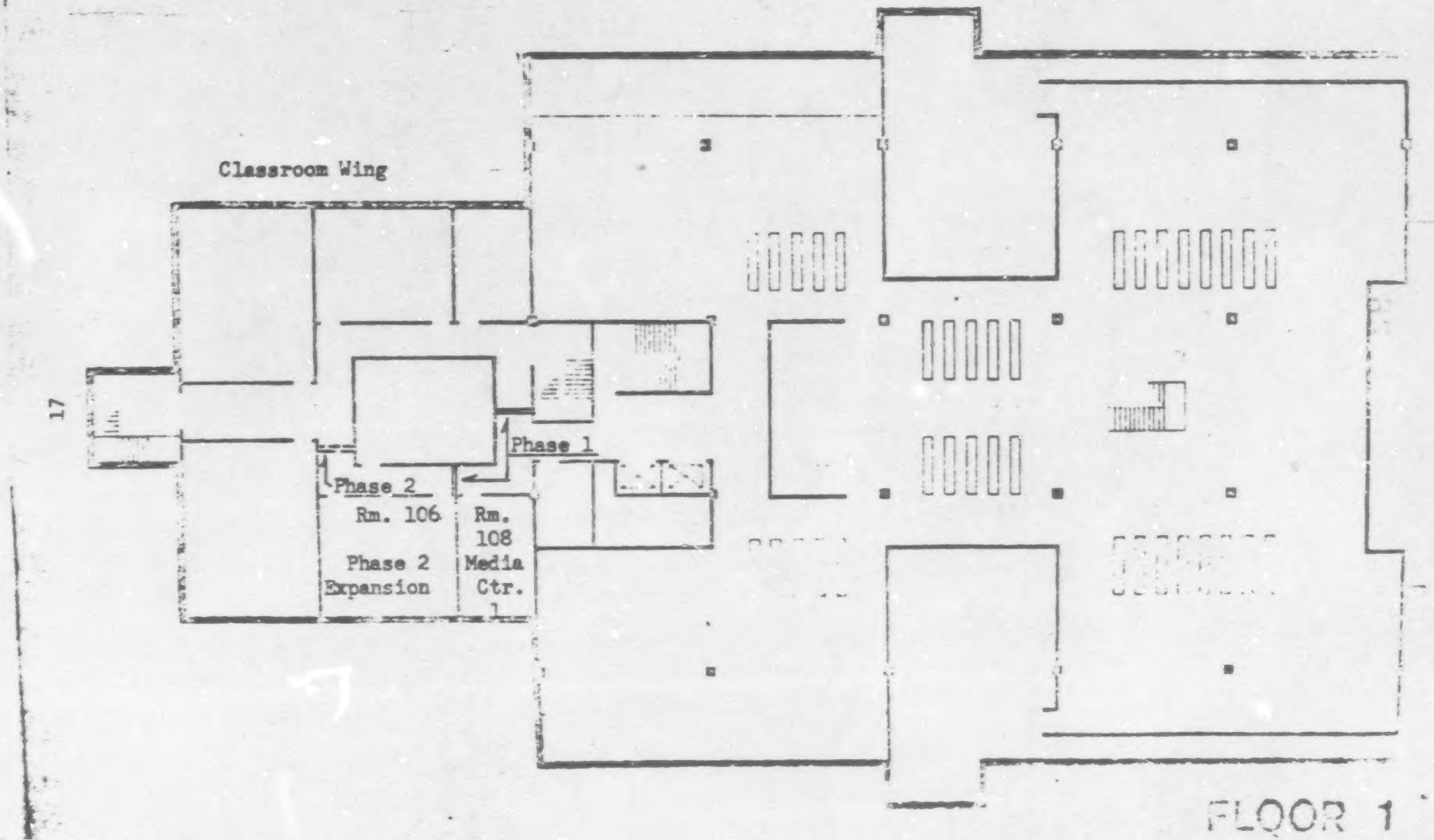
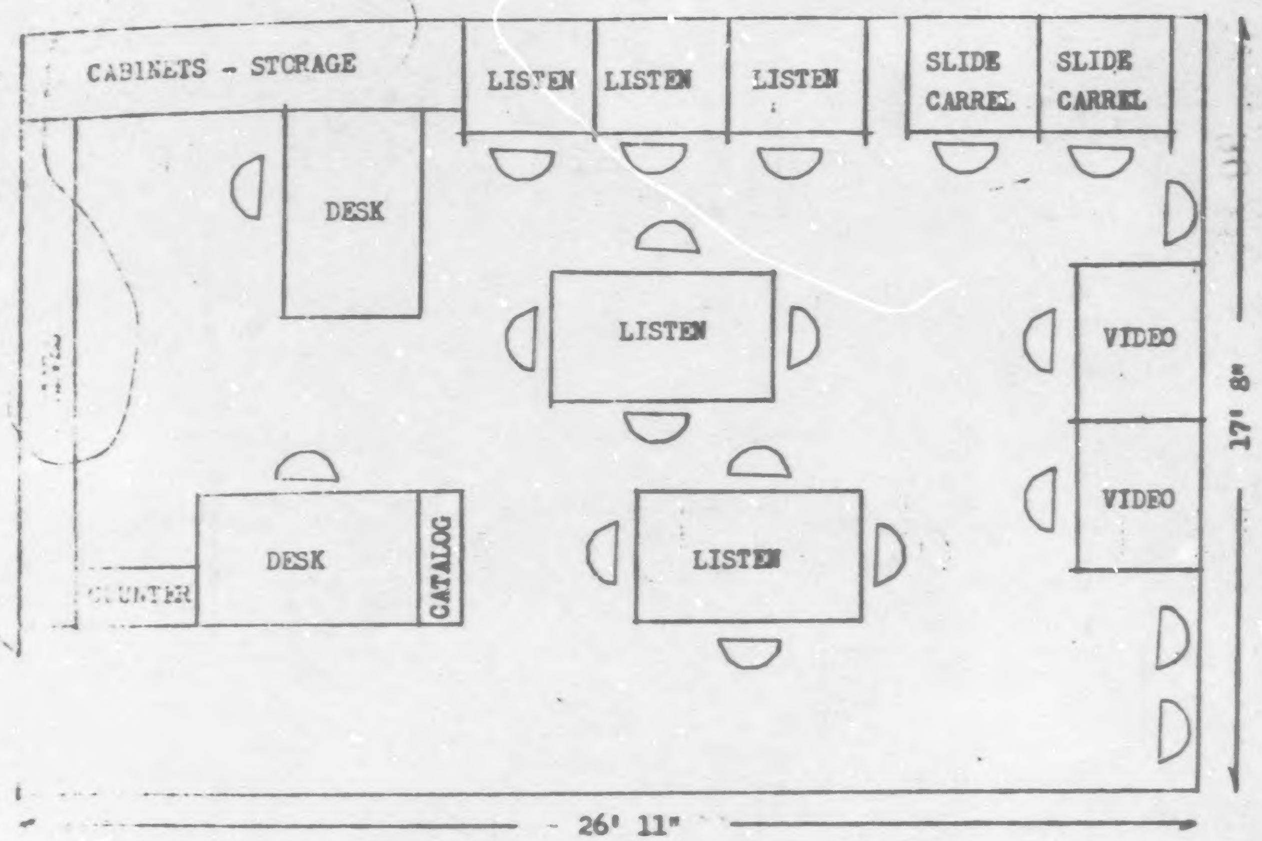

Classroom Wing
17
Phase 1
Phase 2
Rm. 106
Phase 2
Expansion
Rm.
108
Media
Ctr.
1
FLOOR 1

ROOM 108 - MOFFITT UGL

A SUGGESTED MEDIA CENTER LAY-OUT

(PHASE 1)


CABINETS - STORAGE
LISTEN
LISTEN
LISTEN
SLIDE CARREL
SLIDE CARREL
DESK
LISTEN
VIDEO
VIDEO
DESK
CATALOG
COUNTER
LISTEN
17' 8"
26' 11"

	Capacity
3 - individual listening stations	6
2 - 4 station listening tables	8
2 - slide-viewing carrels (+ listening facility)	4
2 - video-viewing stations	4
	22

BUDGET REQUESTS & PLANNING
MICHIGAN STATE
4 PP.

MICHIGAN STATE UNIVERSITY

A PROPOSAL FOR THE EXPANSION OF NON-PRINT FACILITIES IN THE LIBRARY

We propose to expand the Library facilities so as to be able to service the needs of the student and faculty for the reception of television in its various educational packages: closed circuit, cassette, and videodisc. This request is for $4,000 for television sets and auxiliary equipment to supplement our already substantial investment in other non-traditional library services.

I. Introduction

During the past few years Michigan State University Library has expanded its information services to include audio and slide tape facilities. We have had some assistance from the Educational Development Program, but the majority of the funds for non-traditional library programs has come from Library operating budget.

At the present time we have 32 tape-slide carrels, 33 audio carrels, 28 cassette recorders, cassette quick copy equipment, and the G. Robert Vincent Voice Library to supplement the usual printed sources of the library. The expanded service was developed to meet the needs of faculty members who have designed and implemented new information packages for the education of their students.

During the spring term of 1975 the Audio Library recorded 23,304 uses. Professor Spangler's letter (see attachment #1) demonstrates how the Library met the needs of his students without the expensive duplication of equipment and space on the departmental level, as originally proposed.

There is agreement, between the Provost's Office, the Educational Development Program, and the Library, that the Library should be the major facility for distribution of information packages, in whatever form they may be.

II. Statement of the Problem

During the past few years at least two colleges (Urban Development and Osteopathic Medicine) and perhaps other departments, have acquired the capability of producing course related materials for playback on cassette television. The only facilities for the playback of these programs are maintained by the departments and colleges, with limited availability to students--especially so on weekends and in the evenings.

Michigan State University has one of the most extensive closed circuit television programs in the country. Students are not able to receive these resources in the Library, where other information sources are available.

An exciting, new educational tool will be marketed during the fall of 1975: videodisc. There is little doubt that academic departments and commercial concerns will develop a number of information packages to be transmitted by videodiscs. By acting on videodisc at this time the University can centralize the playback facilities in the Library, without unnecessary duplication throughout the campus.

III. Program Objectives

The objectives of this program are simple: to provide television sets and auxiliary equipment for videotape, videodiscs, and closed circuit television. These facilities would be made available to the students for 100 hours a week that the Audio Library is open for student use.

IV. Procedures

It would be our intent to acquire 3 17-inch Sony television sets, 1 Sony video playback machine and an RCA and a Philips videodisc player, and to connect the library to the closed circuit television system. When these facilities are available, we will publicize same to the faculty so that they will realize that there are other options for their use.

V. Evaluation

Since the Library is in the distribution business, and not in the software business, we cannot project the total use of televised resources. At the end of one year, however, we would be in a position to provide a statistical summary of the use of television by the students on our campus.

Another part of the evaluation would be that of the competing and non-compatible videodisc systems. The cost of videodics playback from both RCA and Philips Corporation is approximately $500. The records will not be standardized and they must have their own playback equipment. The potential of this new technique is so great that both systems should be available. At the end of the year, we will have an idea as to the educational resources available from the two systems. At that time we will be a position to decide which system will be most effective for our use at Michigan State University.

VI. Budget

Budgetary requests are for 3 17-inch Sony color television sets at $400 each, 2 videodisc playback machines at $500 each, 1 Sony Videotape playback machine at $1,200. Also, a sum should be allowed for connection of our facility with the closed circuit system on campus: total cost $4,000.

VII. Future Funding

This service, like all other Library services, is an integral part of the educational process of the University. If television is to be used in our academic programs, then we must maintain facilities for student use. Repair, replacement of equipment, and other services will be provided from future Library budgets.

Submitted by:

Richard E Chapin

Richard E. Chapin
Director of Libraries

June 19, 1975

Attachment #1

MICHIGAN STATE UNIVERSITY

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
DEPARTMENT OF HORTICULTURE
HORTICULTURE BUILDING

EAST LANSING · MICHIGAN · 48824

[illegible]
RECEIVED
JUN 16 1975

June 13, 1975

Dr. Richard Chapin, Director
Library

Dear Dr. Chapin:

I wish to express my appreciation to you and Pamela Engelbrecht for providing the facilities in the Audio Library for my students in Horticulture 212. For the past year I have made use of the library facilities for four courses and have found your staff to be most cooperative and willing to help.

This Spring the students in Horticulture 212 came to you requesting additional hours for the Audio Library. In less than one week the hours were extended and the students openly expressed their gratitude in my lecture session. From the day the hours were extended I heard no complaints from the students.

Today I received the Usage Statistics for Spring Term from Pam. I note my class used the facilities 8,843 times. To me this usage is very high; however, I also noted the Audio Library served 14,793 people for a total use of 23,304 times. Truly, you can be proud of the job Pam and her staff are doing in providing this service to the University teaching program.

Your continued efforts in providing these facilities for our students is appreciated. As the word spreads to more instructors about the centralized facilities in the library I am sure your usage figure will continue to rise.

Sincerely,

Ronald L. Spangler

Ronald L. Spangler
Assistant Professor

cc: Pamela Engelbrecht
Dr. John Carew

BUDGET REQUESTS & PLANNING
WASHINGTON STATE
18 PP.

MEMORANDUM

TO: W. Beasley, Executive Vice President
A. H. Smith, Vice President-Academic

FROM: John A. Davis, Director, Audio-Visual Center

VIA: G. Donald Smith, Director of Libraries

DATE: May 21, 1976

RE: The Audio-Visual Center As a Division of the Library

With the full knowledge and support of Dr. G. Donald Smith, Director of Libraries, the faculty of the Audio-Visual Center have for some time conducted a study and evaluation of the Center's situation as a Division of the University Library. The Center's faculty have approached this study from the viewpoint of the University's needs for audiovisual and closed-circuit television services, and have sought to consider the administrative arrangement that would most efficiently and effectively provide the services to meet those needs.

The recommendations that have grown out of this study are both crucial and timely, especially in the light of Dr. G. Donald Smith's imminent retirement. Therefore your early study of this paper is urgently requested. Should you wish to meet with me or other Audio-Visual Center faculty or staff, we will be happy to oblige. I look forward to your response.

The Audio-Visual Center as a Library Division
A Ten-Year Review and Recommendations

This paper seeks to examine the Audio-Visual Center in its status as a Division of the Library. We feel that it is important to the University, and to the health of both the Library and the Audio-Visual Center to examine the relationship at this time, and to recommend adjustments for increasing the effectiveness of service to the University on the part of both agencies.

Plan of the Paper

This staff paper will consider, first, the goals and purposes of the Library and the Audio-Visual Center, and to discuss the status of the agencies with respect to realizing these goals. Second, the background of the Center's association with the Library will be described and realization of expectations of that association will be assessed. Third, differences in the agencies' goals and program emphases will be described, and problems arising from these differences cited. Finally, specific recommendations on the part of the Center's professionals will be delineated.

I. Goals and Purposes of the Library and the Audio-Visual Center

A. Library

The mission of the Library has been described as seeking to fulfill the information needs of the University instruction, research, and public service programs through the Library's collections, services, personnel, and physical facilities. Program objectives are described as:

1. Acquire information resources that
    - a. Support the instruction, research, and public service programs of the University.
    - b. Accommodate the needs of the University community recognizing its locality and residential nature.
2. Maintain accurate bibliographic and location records for materials in the Library collections.
3. Develop physical facililities which provide for the maintenance, control, and use of information resources.
4. Provide assistance to library users in identifying, retrieving, and using information resources.
5. Cooperate with other libraries or organizations at the state, national, and international level; for example, through the sharing of collections, bibliographic data, and expertise of personnel.
6. Foster productive working relationships between the library and University community.
7. Maintain a qualified and sufficient staff and an environment for continued growth in knowledge, skills, and expertise.

8. Participate actively in the development of methods and materials for instruction.
9. Utilize developing technologies in the control and use of information resources.
10. Engage in systematic review and planning of Library programs to ensure the most effective use of financial resources.

B. Audio-Visual Center

The Audio-Visual Center exists to meet University needs for information resources and equipment other than books and journals. Program emphases are:

1. Provide audiovisual information resources and bibliographic services.
2. Provide equipment/technical services related to such information resources.
3. Support general-use classrooms and lecture halls.
4. Operate a comprehensive rental library of 16mm educational motion pictures serving University needs as well as providing services to other educational institutions and income to the University*
5. Provide videotape and audiotape production and duplication services, along with distribution systems for users on-campus and off-campus.
6. Provide full-scale assistance in the design of instructional communications systems.
7. Provide full-scale assistance in the design of instructional facilities requiring audiovisual/closed-circuit television capabilities.
8. Provide audiovisual facilities for individual study, and/or provide technical support for such facilities throughout the campus.
9. Provide support in the design and production of audiovisual materials for instruction.
10. Support off-campus University programs requiring audiovisual/closed-circuit television or other telecommunications capabilities.

While overlap of the Center's program emphases with Library program objectives may be noted in these documents, the evolution of activities within the two agencies show greater specialization than the language would suggest. Active participation in the development of methods and materials for instruction, for example, may find expression in preparation of a bibliography from a Library Division. For the Audio-Visual Center, it can involve both professional and technical involvement in analysis of instructional methods, creation, validation,

* The Center's circulation of films to off-campus users exceeds the Library's Interlibrary Loan of materials by more than a hundredfold.

and production of original materials, and assistance in specifying both hardware and lecture hall/laboratory facilities. Support of general-use classrooms and learning centers and support of off-campus instruction programs, two activities that account for significant portions of the Center's personnel and operating budget, can be inferred from in the Library's statement of objectives only by very liberal interpretation. As agencies responding to the information needs of the University, the Library and the Audio-Visual Center demonstrate quite different emphases.

II. Background of the Center's association with the Library

Until the present Director arrived in 1966, the Audio-Visual Center existed as a part of Program 05A but not as a Division of the Library. Actually, Holland Library Building was designed through the cooperative efforts of both the Director of Libraries and the then Director of the Audio-Visual Center, and the Center's incorporation into the building was a significant step in an evolving relationship based upon similarities of the two programs' support to the University.

During the French administration, the Center was directed to report budgetarily through Dr. G. Donald Smith, who was charged with administration of Program 05A. It has been Dr. Smith's custom to simply pass through most budget and other requests with his signature endorsement, and to refrain from integrating the Center's equipment and operating budgets into those of the Library. The LAO has largely been supportive of the Center; direct relief to the Center's timeslip budget has been provided on more than one occasion.*

When the present Director joined the University in August, 1966, the appointment was given a dual title, and thereafter all professionals attached to the Audio-Visual Center were considered to be Library faculty. This also marked formal integration of the Center's staff into the general Library staff, a situation complicated by some pronounced differences of function and level.

An examination of the current status of program elements "in common" may illustrate differences in the responses of the two agencies.

-- Bibliographic organization and control of resources, compatible for both print and nonprint materials, has developed so that all materials acquired by the Audio-Visual Center can, conceptually, be included in the card catalog of the University Library. Due to unresolved differences in cataloging (e.g., subject tracings) only about 20% of the Center's acquisitions actually appear in the main Library catalog.

-- The Library's automated acquisition system is available for acquisition of all materials purchased by the Library, including those of the Audio-Visual Center. Pilot attempts to integrate the Center's purchasing into the centralized system actually involved more personnel time and duplicated information such as bookkeeping data already available to the Center from the Controller. It was concluded that integration of these functions worked to no one's advantage.

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* It should be noted, however, that the Audio-Visual Center's budget in proportion to the total Library budget declined from 13.21% in 1966-67 to 6.65% in 1975-76.

-- The Audio-Visual Center's Listening Library has developed as a full-scale audiovisual independent study facility serving as many as fifty-five different Departments. A separate audio materials collection continues to be maintained in the Humanities Library, and efforts even to provide cross-indexed cataloging between the two units have yet to be realized.

-- During the 1974-1975 fiscal year, a thorough and sincere effort was made to integrate the office operations of the AVC into the Library Administrative Office. Trained office personnel were shifted, and systematic communication procedures were established. After a year of effort objectively monitored by a trained managerial professional who had never been a part of the previous system, it was determined by all involved that the differences in operation were significant enough that continued integration of all operations except personnel records was not in the best interests of either party.

-- All professionals and staff members of the Audio-Visual Center are recognized as members of the Library Staff and Faculty, many serving on important Library committees such as the Management & Review Analysis Program Monitoring Committee, the Holland Remodelling Committee, the Library Faculty Affairs Committee, and numerous task forces and ad hoc committees. Understanding of and involvement in Library programs by AVC personnel probably exists in greater degree now than ever before. Yet these same people continue to find uncomfortable differences in philosophy which frequently place them in "adversary roles" on such issues as peer evaluation of faculty, assignment of AVC personnel and resources to direct teaching responsibilities, pursuit of grants, or production of original materials.

III. Differences and Problems

A. Involvement in technological developments

Despite the growth of automated processes in a number of library functions, library programs and commitments have not developed in technologically-intensive ways to the extent, proportionally, that the Center's programs have. The leadership and close involvement of the Center's professional and technical personnel in development of closed-circuit television services, both on and off campus, was never identified as being connected with the Library by a great many Librarians. Library faculty and even division chiefs often responded to the name of the Instructional Television Coordinator with an honest, "Who's he?", even as he headed a five-year campus-wide study of a potential state multipurpose communication system, and chaired the State Library Commission-appointed committee which recommended telecommunications services for the State Library Network (in which WSU is closely involved).

B. Differences in Library and Audiovisual transactions

A Library transaction typically involves interaction with and service to a single patron. AVC transactions typically involve advance scheduling, (or immediate "emergency" response) of services and/or materials to groups. Thus the Library's inability to meet a service request may inconvenience one or more patrons. The AVC's inability to meet a service may affect literally hundreds of man-hours -- the time of the instructor and all students involved, the necessary readjustment of the teaching schedule, the incalculable loss of learner motivation and readiness for that particular information. A need to produce original teaching materials on short notice can arise as an instructor's response to a timely need in his students. But response to this kind of request often is dismissed by Librarians as "spoon-feeding" instructors who fail to plan -- a reaction that demonstrates a significant difference between the Librarian's "information transfer" philosophy of operation as distinct from the pedagogical philosophy of "instructional communications" held by Audiovisual professionals.

C. Differences in Collection Development

Library collection development at WSU has been able to utilize services providing standing orders to all publishers. Selections are the responsibility of subject area specialists within the Library faculty, following a general guideline of acquiring comprehensively publications that deal with any scholarly activity pursued by the University.

Collection development in the Audio-Visual Center follows far more stringent guidelines. WSU faculty members in the appropriate Departments are notified of the release of materials in their areas of interest. When a faculty member responds to this information with a request, the material is brought to the campus for preview and evaluation as a possible acquisition. Evaluation by the interested faculty members and Center faculty considers the technical and informational quality of the materials, and potential application of the material in current WSU programs. When acquisition is recommended, purchase may be shared between the Center and the interested Department(s) or program(s). It should be noted that with increasing cost of audiovisual materials and declining budget available to buy them, the Center's collection development activities have declined 50% in the last four years.

D. Differences in Training and Function of Staff

The Higher Education Personnel Board recognizes clear differentiation of the Center's engineering and technical personnel from those of the Library -- in their training, experience, the requirements of their jobs, and their higher salaries. The great majority of engineering/technical services by AV personnel are in support of instruction, research, and public service activities by Departments outside the Library. Within the Library, these same personnel maintain the electronic circulation and security apparatus for the Library's reader divisions.

Many Library technicians and clerical staff spend their entire work time in activities which take place entirely within Library work areas. On the other hand every classified staff worker in the Audio-Visual Center is a frequent patron-contact person. Beyond the campus, AVC clerical and technical/engineering staff represent the University to a very wide constituency in daily contacts with film library patrons, equipment and software manufacturers and suppliers, and persons or agencies seeking professional or technical consultation. An important element in the evaluation of every staff person in the Center is the matter of patron-relations.

E. Differences in Training and Function of Faculty

The Audio-Visual Center faculty all hold tenure as Librarians, yet none has a credential from a Library School nor are any certified as librarians in the state of Washington. Audiovisual professionals are trained to assist users in the design, validation, production, utilization, and evaluation of information AS WELL AS its location (bibliographic reference) and retrieval. Their credentials typically reflect backgrounds in teaching/learning methods, communications, and research in the behavioral sciences. The terminal degree is a doctorate in one of these disciplines. The greater part of a Librarian's professional training for the terminal Masters of Library Science continues to be in technical operations of bibliographic systems and organization, cataloging, collection development and maintenance, and reference.

Even the similarity of function apparent in References activities turns out, on closer inspection, to bear significant differences between Library and

Audio-Visual reference transactions. The teaching/learning elements of a Library reference transaction typically provide the patron with increased skills in formulating the question for which information is sought, and then locating the information. An Audio-Visual reference transaction typically explores in greater depth the ways in which the information is to be put to use, how the information's effect is to be evaluated, and presentation modes best suited to those objectives.

The salary range for Librarians at WSU has had the effect of depressing the salaries of the Center's professionals in comparison to those of media professionals at other institutions. A salary at the high end of the range for Librarian II at WSU is often less than that offered a beginning media professional (with no experience) at most other institutions. The salaries of two of the Center's four professionals were found to be the lowest among media professionals in this state's Colleges and Universities. The Director's salary is exceeded by those of his counterparts at three of the other five state four-year institutions. Only one other media service director has the Doctorate and comparable experience. On two occasions, moreover, promotions of professionals in the Center have been postponed with the explanation that the individual's salary was so low that not even the combination of promotional increment and merit increase would put the salary in the range of those in the higher Librarian rank.

F. Differences in Staffing and Services

Both the Library and the Center have demonstrated a history of being inadequately staffed to perform most effectively all the functions required. This is exacerbated when both Library and Center must draw from a limited allocation of new positions. Thus the Center's acute need for technical personnel to meet maintenance and production assignments is seen to be in direct competition with Library's acute need for additional library personnel. A professional position granted the Center in 1973-75 was vacated to provide a position for the Library. The position has never been recovered.

Although the Library Administration has allowed the Audio-Visual Center to maintain its own budget and management, position allocations have exerted a contraining influence on staffing the Center's technical and production functions over the years.

1. Closed-Circuit Television

The University of Washington initiated closed-circuit television services at about the same time such activities began at WSU. The University has employed 16 FTE in support of CCTV (plus four positions for the Health Science TV operation). WSU's total staffing in support of closed-circuit television is 4.5 FTE -- one professional, an engineer, and two technicians in the Audio-Visual Center, and, part duty of a technician employed by the Department of Education.

2. Individual AV study support service and Facilities

   The Listening Library, as noted earlier, has developed at WSU as a campus-wide individual study/support facility. It is open to students seventy hours per week, staffed by 1.5 staff persons augmented by student employees. (The lost faculty position previously noted was intended to make available more professional attention to this area.) An all-campus audiovisual study facility at the University of Washington, by way of comparison, is staffed with a professional, seven staff positions, and one technical maintenance position.

3. Graphics and Photographic Support of Instruction

   This University is unique among institutions with all-campus audiovisual agencies in the paucity of organized support for graphic and photographic productions of materials for instruction. Several years ago a Graphics Laboratory was initiated in the Library to provide services for thesis/dissertation graphics, graphics for faculty members publishing in significant journals, production of visuals for instruction, and support of Library needs for signs, etc. A technical photographic capability was added in support of Library needs for photographic and microphotographic rendition of materials. These facilities have evolved as services primarily to Library divisions or to patrons requiring graphics for publication; less than 25% of their activities support instruction.

   Even though those services were not under the jurisdiction of the Audio-Visual Center, attempts by the Center to use the services to support instruction have been frustrated by ill-defined accountability for setting objectives and evaluating performance. The numerous graphic and photographic operations on the campus have developed in direct response to the paucity and obscurity of such services from a central campus agency.

4. Maintenance of AV/CCTV Equipment

   The Audio-Visual Center traditionally handles functions for which centralization promises most effective management of the University's resources -- one of which is support of audiovisual/CCTV equipment in general purpose lecture halls. It would appear logical and efficient to use the equipment and specially-trained personnel providing that service to maintain all such equipment in the University. Studies of AV/CCTV equipment maintenance practices on the campus indicate that less than 25% of the University's multi-million dollar inventory receives any systematic servicing. A proposal for centralizing such maintenance services in the Audio-Visual Center -- the only campus facility with technicians fully trained and operating full time in servicing AV/CCTV equipment -- is before the Council of Deans.

The same technicians who service audiovisual and closed-circuit television equipment oversee its daily operation and maintenance; the functions are contiguous and co-related. This vital interrelationship is not understood within the Library. In discussions concerning remodelling Holland Building after Science Library moves, it has been seriously suggested that the maintenance operation -- as well as other equipment/technical/production functions -- be moved away from the rest of the Center and its program, external to the building. Actually, moving the entire Center would be preferable to such Fractionization of the program.

5. Competition for Space

In the face of the Library's acute space problems in the past few years, requests from the Center for additional space have not been pursued. By 1975, however, it became clear that crowded and inefficient spatial relationships were seriously impacting the effectiveness of many Center functions. A detailed study of space-function relationships was initiated in the Fall of 1975. Subsequently the Center submitted to the Library administration a proposal for reorganization of space within the Holland building, designed to alleviate the most pressing space-related problems within the Center while impacting upon the fewest Library activities. To assure that no decision would be made in contradiction with anticipated plans to remodel the Holland building, the Library administration submitted the proposal to the Holland Remodelling Committee. That Committee, in turn, declined to respond with either support or opposition recommending in effect, that the Center "live with" its problems until the plans for total building remodelling could be studied and organized. As the Center has participated in the remodelling studies initiated by the Holland Remodelling Committee, the very real differences in philosophy, perception, and operation on the part of the two agencies have been illumined.

IV. Summary and Recommendations

This paper has attempted to bring into focus the background and context of the Audio-Visual Center's situation as a Division of the Library. The activities of the Library provide primary support to the research and instruction needs of the University. Indeed, the formula for funding the Library reflects significant influence by Research-oriented programs, such as those leading to doctoral degrees. The Audio-Visual Center's activities, on the other hand, are primarily focused at supporting the day-to-day instructional programs of the University. There is no question that both agencies play significant roles in support of University programs in instruction, research, and public service. But there is question whether both agencies can operate most effectively when grouped together as a common unit.

The incorporation of the Audio-Visual Center into the Library evolved during a time when the Directors of the two agencies perceived great commonality of their goals and operations. Time has shown this commonality to be less than anticipated, and the emerging needs and interests of the two agencies in response to a growing University emphasize increasing dissimilarities and conflicts.

Recommendations

1. It is recommended that the Audio-Visual Center's status as a Division of the Library be terminated at the end of FY1975-76, and that the Center thereafter report directly to the Vice President-Academic.*

Rationale

Organization of the Audio-Visual Center as a part of the Library is not a typical pattern on the majority of University campuses. The functions of a campus audiovisual service agency bear such close relationship to instruction that budget and graduate assistant assignments from academic programs into the AV agency occur at many institutions. The most common organization found on campuses with effective all-campus audiovisual/closed-circuit television services places the Center directly under the chief academic officer of the campus.

* With this transfer, the Center faculty members' tenure as Librarians may constitute a problem. Presently the Assistant Director is recommended for promotion to Librarian 4 rank, and the Audio-Visual Librarian is scheduled for mandated salary increase pending promotion next year. In both of these cases the immediate concern is salary increase; they are among the lowest paid media professionals in the state's colleges and universities. For the Center faculty, retention of faculty status would be desirable. The Inter-institutional Committee of Media Service Program Officers declares media service programs properly to be in Program 05, regardless of whether the program is a part of the Library. Therefore, retention of tenure as Librarians may not be inappropriate.

2. It is recommended that as an agency under the Vice President-Academic, the Audio-Visual Center be authorized to arrange with Departments to provide staff for implementing instructional systems designed in cooperation with those Departments, through assignment of Departmental graduate assistants and/or timeslip employees.

Rationale

The intent of this recommendation is to simplify instructors' access to assistance in the design and implementation of instructional systems, and to make available Departmental personnel to work under the direction of the Center professionals in support of such projects.

3. It is recommended that the amount of the Program 05A budget available for maintenance and development of the Audio-Visual Library collection be increased in line with the request for Budget 4930 for the 1977-79 Biennium, viz., to achieve a figure equivalent to five percent of the University Library budget for books and periodicals. This level should be reached by July 1, 1978, and maintained thereafter as a routine of budget allocation.

Rationale

In recent years the purchase of films, videotapes, etc., and AV/CCTV equipment has been drawn from the same Object account. The intent of this recommendation is to establish an allocation routine to assure provision of appropriate, high quality audiovisual materials for WSU programs, decrease amounts Departments must spend to obtain materials from outside sources, and increase income to the University through renting WSU materials to other users.

4. It is recommended that implementation of the proposed policies regarding maintenance, purchase, and inventory of University-owned AV/CCTV equipment (as described in the March 19, 1976 memorandum from B.R. Ray to A.H. Smith) begin July 1, 1976.

Rationale

State regulations calling for greater inventory accountability on each campus are imminent. A centralized coordination of like commodities -- such as audiovisual and closed-circuit television equipment -- is a sound administrative approach. Combining this with purchase review and maintenance responsibility would seem a prudent use of University resources.

5. It is recommended that the Center's May 12, 1976 proposal for graphic/photographic support of instruction be authorized and plans made to implement it beginning July 1, 1976. Within that same time-frame, it is recommended that a centralized all-University Graphic/Photographic service be initiated to serve all needs other than immediate, ephemeral materials production.

Rationale

A study of needs for Graphic and Photographic support of instruction was conducted by the Audio-Visual Center, and a proposal to assist in meetings those needs was presented to the Library Director May 12, 1976. The study indicates that efficiencies in the use of University resources should occur from centralization of sophisticated or high-volume services, but that this would not apply to the kinds of relatively simple, fast, electromechanical graphic/photographic services for production of (essentially ephemeral) learning materials that have led to proliferation of small graphic/photographic capabilities throughout campus. The Center proposed that modest expension of it's capability to support such simple production be authorized to accomodate the needs of instruction, while the more sophisticated services currently in the Library be transferred to a centralized all-University service.

6. It is recommended that a study of campus facilities for possible relocation of the Audio-Visual Center be initiated July 1, 1977.

Rationale

It would be untenable to consider removing the Audio-Visual Center, including such functional areas as CCTV and Listening Library, from the Holland Library Building at this time. It seems likely, however, that the growth of programs in both agencies will exacerbate the feeling of competition for space and facilities in the common structure. An addition to the building, or a new facility for AV/TV, would seem a likely prediction.

Allene Schnaitter
October 30, 1976

PERCEIVED PRO'S AND CON'S RELATING TO SEPARATION OF AVC FROM THE UNIVERSITY LIBRARY AND REPORTING DIRECTLY TO THE VICE PRESIDENT - ACADEMIC

PRO	CON
ADMINISTRATION - CONTROL AND FUNDING	
Direct access, administratively, to Vice President.	Adds another reporting unit to further stretch VP's span of control.
Potential for better funding.	Potential for separate cut, at any level.
	Competition for funds with other university units.
Lack of necessity of meshing with: Library operations Independent cataloging, processing Independent staffing, personnel record keeping.	Lose potential for library support of materials acquisition and processing. Need to take on total responsibility for staffing. Potential need for added staff to handle processing 7 personnel matters.
SPACE	
Space--more may be available in future--if and when built.	Interim space problems, as Library would claim the space, occupied by an "outside" unit, to occupy when Holland is remodeled.
PROGRAMS	
Administrative support for more aggressive interaction in instructional design support.	Colleges and departments likely to want to maintain responsibility for instructional design.
Potential for administrative support for control of proliferation of AV equipment and staff on campus.	Colleges and departments likely to want to continue to acquire and maintain their own equipment.
Potential administrative support for control and focusing of efforts.	Administration is put in possible role of being restrictive and negative about AVC's workload.
STATUS	
Status-potential to take on a program status.	Professional staff likely to lose "librarian" title.

M E M O R A N D U M

TO: Council of Deans

Allene F. Schnaitter John A Davis

FROM: Allene F. Schnaitter and John A. Davis

DATE: January 14, 1977

RE: The Audio-Visual Center and the Library: Some Perspectives

The following is a brief chronology of the Audio-Visual Center's administrative arrangements as they have evolved to date.

1937 - Bureau of Visual Teaching established as a part of General College Extension. Responsibilities include campus AV support and service to schools and community colleges throughout the state.

1938 - Assistant Director of General Extension designated Director of the Bureau of Visual Teaching.

1947 - Decision made to house the Bureau in the new Library building then being planned.

1950 - Bureau of Visual Teaching is the first occupant to move into the new Library building. Name changed to Audio-Visual Center to denote emphasis upon campus service. AVC administrators invited to sit on Library Administrative Council (advisory group), but AVC is still independent of the Library administratively.

c1962 - As a matter of administrative convenience, it is directed that the AVC budget be submitted through the Director of Libraries. Director of AVC continues to participate in budget hearings.

c1964 - As centralized scheduling of classrooms increases, the AVC is assigned responsibility for providing audiovisual support (in equipment and services) to general University classrooms.

1965 - Director of the Audio-Visual Center resigns to become the new Associate Director of Libraries. Assistant Director of the AVC serves as Director until his retirement in 1966.

1966 - Position action for the new Director of the Audio-Visual Center and other AVC faculty confers joint titles as Librarians.

1974 - Administrative directive from Director of Libraries transfers AVC business operations to the Library Administrative Office.

1975 - AVC business operations returned to AVC, since effort to integrate worked to mutual disadvantage of both offices.

1976 - Discussion between Library Director and the AVC faculty leads to a review and assessment of the ten-year "experiment" in integration of the two service units.

Over the years, developments within WSU's programs have been reflected in the shift of emphasis from statewide audio-visual service in the 1940s and 1950s to increased support of campus instructional programs in the 1960s and 1970s. By the mid-60s, indications were that the role of the Library as a provider of information resources would have substantial commonality with the role of the Audio-Visual Center. The recruitment of Librarians with such backgrounds and viewpoints was accentuated, and the integration of the two service units was officially recognized in the position actions for the Audio-Visual faculty members, who were conferred joint titles as A-V faculty and Librarians.

What was unforeseen at that time was the extent to which the Library and Audio-Visual Center would find it necessary to develop more specialized services which differ in the kinds of training and personnel required, and in the kind of relationship each has to the instructional program.

In addition to its traditional services, the Library has developed intensive utilization of computerized information search and retrieval procedures, standing orders to publishers, alignment with and leadership in network bibliographic and library services, and other technologically sophisticated information resources services which require Librarians with particular kinds of training.

In the Audio-Visual Center, at the same time, programs have evolved to:

provide assistance to instructors in identifying specific teaching needs and selecting or developing appropriate materials and techniques to meet those needs;

support specific daily instruction in classrooms by providing audio-visual equipment, by obtaining and showing films and other AV materials at times specified by the faculty, by recording special demonstrations or presentations for use in classes or for individual study;

provide technical support in the production and duplication of audio-visual material for specific courses, and in the selection, acquisition, and maintenance of AV/CCTV equipment;

support instruction which requires repetitive individual study of audio-visual materials outside the classroom, by providing materials and facilities for individual study both on campus and in residences;

support off-campus programs through its film library, through video-recording of courses, and through equipment and materials for extension programs.

In these instructional support functions, the provision of information resources is only one part of the process. Such activities require personnel trained more in the processes of learning and communications than in information services.

The evolution of these differing emphases in a period when the administrative alignment is based upon integration of operations and personnel has worked to the disadvantage of both the Library and the Audio-Visual Center. The AVC's ten-year study, moreover, indicates that the integration has produced specific disadvantages to centralized support programs such as the film library, instructional television, AV/CCTV equipment maintenance, and services for the production of locally-developed instructional materials. One indicator is the AVC's budget in proportion to the total Library budget -- in 1966-67 it was 13.21%; in 1975-76 it was 6.65%.

The majority of land-grant institutions known to have effective audio-visual support services are organized with the Audio-Visual program conspicuously related to instruction and the improvement of instruction. Instructional support arrangements which affect the budget and personnel allocations of instructional programs are translated into budget and personnel adjustments for the support service. Where the Audio-Visual Center is a division of the Library, the vital directness of the instructional support relationship is obscured.

In summary, the study by the Audio-Visual faculty indicates that the integrated administrative arrangement is not now the most effective or desirable way to organize the University's resources to support both the needs of Library patrons and classroom instruction.

BUDGET REQUESTS & PLANNING
UNIVERSITY OF TENNESSEE/KNOXVILLE
19 PP.

UNIVERSITY OF TENNESSEE KNOXVILLE LIBRARIES

BUDGET REQUEST FORM FY 77/78

page 1 of 10

1. State the department's objectives and goals as they are currently established.

Objective 1: Establish Non-Print Department requirements for campus instructional and research programs by maintaining regular contacts with departments and colleges, and developing a thorough knowledge of the undergraduate and graduate curricula.

Goal 1: Continue to assess the need for non-print materials to meet the requirements of the 4th hour of independent study in the College of Liberal Arts. To achieve this goal a monthly schedule of departmental contacts will be devised and implemented by May of 1977. Departments to be contacted are: Chemistry, Psychology, Physics, Biology, Botany, Geology, Physical Education.

Goal 2: Continue to develop and diversify non-print collections to meet the needs of the following programs: School of Nursing, the College of Education, the College of Business, and the College of Communications. Proposals for additional services and collections for these colleges will be submitted prior to July of 1977.

Goal 3: Assess the need for non-print services and collections to meet the requirement of new interdisciplinary programs. Proposals for collections and services in the following areas will be developed and written before or by December of 1976: Film Studies (See attached proposal under New Programs), Asian Studies, Environmental Studies.

Objective 2: Evaluate and select non-print materials in the following formats: audio, 35mm slides and filmstrips, and videocassettes, so as to provide resources which will satisfy the instructional, research, and recreational needs of the University community. (See proposal under New Programs for Separate Non-Print Budget.)

Goal 1: Identify, evaluate and select, by May of 1977 approximately 500 audio titles, 100 slide sets and 100 videocassettes.

Objective 3: Maintain facilities and equipment which meet high performance standards in order to provide students with complete access to all types of software available within the library.

Goal 1: Audio System: To maintain the quality of the system, four audio channels should be replaced by new tape transports.

Goal 2: Video System: To accommodate video demand, the video system should be expanded by the addition of three video playback decks and nine individual video monitors.

Goal 3: To provide student access to Interactive video system, a video record/playback deck and a video camera should be installed in one of the present group video rooms. (See Proposal for Acquisition of an interactive video system under New Programs.)

Goal 4: Slide System: To accommodate increased student demand for slide/sound materials, the slide/sound system should be expanded by the addition of two individual-use units.

Goal 5: To provide students, faculty and library staff with the means of viewing preview and rental films, a 16mm film projector should be installed in one of the group viewing rooms.

Goal 6: Relocate the Non-Print Department photocopy service outside the control room, providing cooperative scheduling from the Non-Print Department and the Circulation Department under the supervision of the Non-Print Department.

Objective 4: Provide efficient public service which meets the needs of patrons.

Goal 1: Provide the following bibliographies by June, 1977:
-- one computer-produced catalog of all non-print resources with title, subject and format access.
-- revision of special lists in the areas of women's studies, Black studies, family relationships, technology.

Goal 2: Provide adequate public service coverage by increasing staff by one additional full-time person.

Objective 5: Develop a commitment to systematic planning for constructive development of non-print services for teaching, research, and independent study.

Goal 1: Maintain contact with faculty interested in developing computer-assisted instruction. Determine the feasibility of including student-access computer terminals and computer software in the Non-Print Department. Report by June, 1977.

2. Outline proposed departmental objectives and goals for FY 1977/78.

Objective 1: Assess the audio-visual needs of campus instructional and research programs by maintaining regular contacts with all departments and colleges, and by developing a thorough knowledge of the undergraduate and graduate curricula.

Goal 1: Establish a film rental budget of approximately $5,000 which will be used in lieu of purchased materials when either the expense of an item or the rarity of its use would warrant such short term acquisition. Approval of such a budget should be in addition to and concurrent with t acquisition budget for FY 77/78.

Goal 2: Develop and propose a policy for the circulation of the audio and slide sections of the non-print collection by August of 1977.

Objective 2: Evaluate and select audio-visual materials so as to provide resources which meet the instructional and research needs of the University Community.

Goal 1: Identify, evaluate and select by the end of May, 1978, approximately 400 audio titles, 75 slide/sound sets, and 150 videocassettes and films.

Objective 3: Maintain facilities and equipment which meet high performance standards in order to provide students and faculty with access to all types of audio-visual software available within the UGL.

Goal 1: Audio System: To maintain the quality of the system, seven audio channels should be replaced by seven new tape transports.

Goal 2: Video System: To accommodate video demand, the video system should be expanded by the addition of four video playback decks and ten television sets. This will allow for the addition of three video channels in the control room, and for equipping room 307 with a video playback deck and television set.

Goal 3: Slide System: To accommodate increased student demand for slide/sound materials, five slide/sound carrels should be added.

Goal 4: To provide faculty and department staff with the means of viewing preview filmstrips, one large group filmstrip projector should be purchased.

Objective 4: Provide efficient, responsive public service to both faculty and students.

Goal 1: Provide the following new editions of catalogs by August, 1977:
-- Videocassette Catalog
-- Slide/Sound Catalog

Goal 2: Provide selective multimedia bibliographies to departments as the need arises.

Goal 3: Provide adequate public service coverage by either increasing the staff by one additional full-time person, or by increasing student hours from 410 to 700 per quarter.

3. Identify and describe the current major activities within the department. Please list and number each activity separately. (An activity is a group of actions which result in the accomplishment of an identifiable end product, e.g. book shelving, tape duplication, or catalog card typing.) Please relate current activities to current objectives and goals outlined in paragraph 1.

1. Organization and management activities--determining and executing objectives, philosophy, policy, budget, internal and external relationships, and administrative procedures of the Non-Print Department.

   (a) Development of procedure manual.
   (b) Preparation of annual reports, budgets, policy statements, and administrative operations.
   (c) Attendance at Heads meetings, Executive Committee meetings, and other University committee meetings.

2. Personnel management activities--interacting with, training and supervising staff.

   (a) Hiring and training of employees.
   (b) Evaluation, both formally and informally, of work performed.
   (c) Staff development activities such as courses, institutes, association meetings.

3. Evaluation and selection activities--previewing, reviewing and selecting instructional materials; developing evaluation models and techniques.

   (a) The selection of non-print materials for addition to the collection involving: knowledge of the curricula, assessment of specific faculty interests and needs, and knowledge of the use and quality of software either through previewing or secondary reviewing sources.
   (b) Reviewing non-print materials for professional journals.

4. Support and supply activities--ordering, storing assembling, scheduling, distributing, operating, circulating, maintaining and repairing non-print resources.

   (a) Circulation of slides, audiotapes, microforms, videocassettes and library tours. Circulation includes the following groups of actions: taking an item from its shelf location, making it accessible to the patron, making a notation of use.
   (b) Maintaining the order of the collection. This activity includes shelving, inventory control, and assembling slide carousels.
   (c) Routine maintenance of non-print listening stations, slide projectors, microfilm viewers, video monitors, and a Xerox microprinter.
   (d) Operation of duplication facility. This activity includes bookkeeping, supply ordering, and operation of the equipment.

5. Utilization-dissemination activities--preparing, presenting, assisting and bringing students and faculty into contact with non-print resources whether formally or informally.

   (a) Assisting patrons in the selection of non-print resources for their use. This activity includes assistance in the use of the non-print card catalog and bibliographies, scheduling of group listening, and audio-visual reference service.
   (b) Instruction of patrons in the proper use of non-print equipment.
   (c) Development of subject indexes and bibliographies to non-print resources.
   (d) Counseling with faculty on the best use of non-print materials for either instruction, research or independent study.

6. Planning activities--designing equipment systems to meet general objectives. Writing proposals for services and collections for new University programs.

   (a) Planning and designing general specifications for non-print delivery systems.
   (b) Planning and designing general specifications for space utilization.
   (c) Designing new programs and services to meet changing University program commitments.

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4. What is the statistical level of each current activity? When no statistics are available, please provide written remarks.

The only activity which is readily quantifiable is the circulation component of the support activity. The attached statistics for the Winter, Spring, Summer and Fall of 1976 show the details of this activity. It is worth noting the steady growth of non-print use over the past four years.

In 1973 circulation was: 26,344

In 1974 circulation was: 45,007

In 1975 circulation was: 78,120

In 1976 circulation was: 87,153

This dramatic growth in non-print usage is the principle justification for expanding the department's facilities, acquisition budget, and staff.

NON-PRINT MATERIALS
STATISTICAL SHEET

Winter 1976

Month	1/7 - 2/1	2/2 - 2/29	3/1 - 3/16	Total
Audio	4,043	5,192	3,363	12,598
Slide	2,371	3,755	3,549	9,675
Video	1,593	2,211	1,620	5,424
TOTAL	8,007	11,158	8,532	27,697

GRAND TOTAL: 27,697

70 Service Days -- 7 January - 16 March

Total Circulation	Winter '74	Winter '75	Winter '76
	12,978	22,203	27,697

% Increase '74-'75: 71%
% Increase '75-'76: 25%

5. For each staff member listed, note the percentage of time devoted to each activity within the department. For any other resources (equipment, etc.) listed, note the percentage of that resource which was used for each activity. Add any current resources that you consider significant.

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8
Staff Members:								
A. LeClercq Head, UGL Non-Print	20	15	25	5	20	20		
A. B'Amico Sr. Library Clerk		10	5	60	25			
B. Ward Sr. Lib. Assistant	5	15	5	45	30			
P. Harris Sr. Library Clerk		15		60	25			
41 Student hours per week				90	10			
Equipment Items:								
1 elec. typewriter					100			
1 xerox microfilm printer					100			
29 carrousel projectors					100			
18 small-screen projectors					100			
5 microfilm readers					100			
2 rear screen projectors					100			
2 large screen color tv's					100			
5 small screen b/w tv's					100			
5 video cassette players					100			
1 AM/FM tuner					100			
19 tape decks					100			
9 audio cassette decks					100			
6 color monitors					100			
3 video receivers					100			

An analysis of the percentage of time devoted to each activity shows that the Department Head, Angie LeClercq, has primary responsibilities in the areas of organization and management, evaluation and selection, and in utilization/dissemination. Secondary areas of responsibility are in planning, personnel management and support and supply activities.

The Senior Library Assistant, Bill Ward, has primary responsibilities in the areas of support/supply, utilization/dissemination and personnel management.

The two Senior Library Clerks, Angie D'Amico and Phyllis Harris have major responsibilities in the area of support/supply and utilization/dissemination.

6. What changes in departmental activities are planned or proposed for FY 77/78, 78/79, 79/80?

No Changes.

7. Forecast the statistical level of each current departmental activity for FY 77/78, 78/79, and 79/80. (See attached example. Please note that activity level forecasts, resource requirements and other discussion for new programs should be included on the separate form for that purpose.)

The growth in non-print circulation for 73/74 was 56%. The growth from 74/75 was 54%. The growth from 75/76 was 11.5%. While it is extremely difficult to accurately forecast growth in the non-print area, several factors seem to indicate a continued annual growth rate of about 10% for the next three years: 1) The UGL Non-Print Department is being increasingly identified by faculty and students as the campus' primary resource for A V software. 2) The Library has committed substantial sums to non-print facilities, staff and materials. This committment of resources over the past 3 years has made possible the dramatic growth in usage. I anticipate that a growth curve of about 10% will continue over the next three years as new areas of the collection are expanded and old ones stay at a constant or slightly expanding level.

8. Forecast the staff and other resource requirements for each activity level increase projected for FY 77/78, 78/79, and 79/80, where an increase in staff or resources is required. Please include in the equipment required area whether equipment is additional or replacement.

FISCAL YEAR 1977/78

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Staff Members: One additional full time staff person.				80	20				

Acquisitions: Total - $35,000

Audio:	$5,000
Slide/Sount:	$5,000
Video:	$20,000
Film Rental:	$5,000

Operating Items

Headsets	30	(replacement)
Carousels	400	(new)
Audiotapes	400	(new)
Videotapes	60	(new)

Equipment Items

Audio:	1)	7	Pioneer tape transports (replacement)
	2)	5	Audio cassette decks (new)
Video:	1)	4	Sony videocassette playback decks (new)
	2)	10	Color television sets (new)
Slide:	1)	5	Carousel projectors (new)
Filmstrip	1)	1	Filmstrip projector (new)

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Film Rental:	$5,000

Operating Items	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Headsets					30	(replacement)			
Carousels					400	(new)			
Audiotapes					400	(new)			
Videotapes					60	(new)			

Equipment Items

Audio: 1) 7 Pioneer tape transports (replacement)
2) 5 Audio cassette decks (new)
Video: 1) 4 Sony videocassette playback decks (new)
2) 10 Color television sets (new)
Slide: 1) 5 Carousel projectors (new)
Filmstrip 1) 1 Filmstrip projector (new)

FISCAL YEAR 1978/79

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Staff Members:									
No Increase									
Operating Items									
Same as '76/77									
Equipment Items									
Audio:	2 tape decks (replacement)								
Slide:	2 Carousel projectors (replacement)								
Video:	2 video cassette playback decks (replacement) 2 color television sets (replacement)								

FISCAL YEAR 1979/80

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Staff Members:									
No Increase									
Operating Items									
Same as '76/77									
Equipment Items									
Audio:	3 tape decks (replacement)								
Slide:	4 carousel projectors (replacement)								
Video:	4 video playback decks (replacement)								
Video-disc:	purchase complete system								

FISCAL YEAR 1978/79

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Staff Members: No Increase									
Operating Items Same as '76/77									
Equipment Items									
Audio:	2 tape decks (replacement)								
Slide:	2 Carousel projectors (replacement)								
Video:	2 video cassette playback decks (replacement)								
	2 color television sets (replacement)								

BUDGET REQUEST FORM FY 77/78 page 10 of 10

FISCAL YEAR 1979/80

	Act. 1	Act. 2	Act. 3	Act. 4	Act. 5	Act. 6	Act. 7	Act. 8	BUS. OFC. USE ONLY
Staff Members:									
No Increase									
Operating Items									
Same as '76/77									
Equipment Items									
Audio:	3 tape decks (replacement)								
Slide:	4 carousel projectors (replacement)								
Video:	4 video playback decks (replacement)								
Video-disc:	purchase complete system								